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THE SCHOOL JOURNAL

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History in the Secondary School.

By James Sullivan, Ph.D., the New York High School of Commerce, in The Evening Post.

The necessity for a thoro course in history in the secondary school of to-day is generally admitted. The course recommended by the committee of seven of the American Historical Association in 1899, and now being gradually adopted thruout the country, consists of ancient history in the first year, medieval and modern history in the second, English history in the third, and American history and civics in the fourth year. The number of hours per week devoted to these subjects varies, but the average is about three.

The enthusiastic reception which the report received showed that the time for the old-fashioned course in general history, so common in our schools some fifteen years ago, had passed. Excellent as this report is, however, it is far from having solved all the problems which confront teachers, authors, colleges, and publishers of the present day. The first and most important defect of the report is that tho it laid out the metes and bounds of the fields of work to be covered, it did not go into sufficient detail in guiding the selection of the material to be taught within those fields. The second is that it did not lay enough stress on the necessity of differentiating, in method of presentation and in selection of material, the course in American history in the fourth year of the secondary school from that already covered by the student in the grammar school. The third is that the position of civics was not clearly and sufficiently defined. The fourth is that the report was not emphatic enough in its stand that the object of a history course in the secondary school was to prepare students for life and not for the artificial entrance requirements of our colleges.

These defects have all made themselves felt in the working out of the course of study in our secondary schools to-day. The first, that of insufficient guidance in selection, is the most serious because it involves the greatest problem for authors of texts and for teachers. From the innumerable facts in the fields of work presented, which are to be chosen for teaching, and what is to be the guiding principle of the choice? To answer these questions brings into discussion the whole aim and object of the teaching of history.

Obviously, the purpose of the study of history in our elementary and secondary schools both classes of which are mainly supported by the state, must be to put a pupil in a position to understand the world in which he lives. The state itself is not concerned with the cultural side of education in the narrower sense of the word culture. Such education must be reserved for the college, for the state has all it can attend to in preparing its youth to be intelligent but not necessarily cultured citizens.

If such a purpose is accepted, then it becomes clear that all the material of history which does not clearly and directly show how the world came to be what it is, must be eliminated from the texts and teaching of our secondary schools. That such elimination has not taken place, even with those authors

and teachers who have followed the report of the committee of seven most carefully, is obvious to a casual visitor in any of our schools. He still finds; both in the books and the teaching, that the conflicts over the territorial possessions of the ancients, the constitutional squabbles in Greece and Rome, the intricacies of the reforms of Solon and Cleisthenes, and the dry enumerations of the various duties of the multitudinous Roman officials are studied and taught as if the student and teacher saw some intimate relation between them and modern conditions. Such facts, however, difficult to memorize and easily forgotten by both pupil and teacher, do not even convey to the former's mind the idea of progress, much less lead him to see any relation between the present and the past.

The Vital Question.

Far different would be the result if our authors of texts and our teachers kept constantly before them such questions as these: What is there in our life of to-day which shows a direct debt to the ancients? What facts of the past show most forcibly the progress of the world? What part of our life of to-day is the same as that of the ancients? To answer any of these questions in detail would involve the making of a syllabus, but a careful selection of material according to the principle involved in them would go far towards making ancient history of great value to the students of our secondary schools.

That the pupil is most interested in and retains longest those portions of history which bear most directly on the present is illustrated by the almost enthusiastic fervor with which he takes up the study of the Germanic races. In studying them he feels that he is studying a past from which the present is directly sprung. As Mr. A. J. Carlyle in his recent "History of Political Theory" has well put it: "It cannot be seriously pretended that between the ninth and the twentieth there is such interruption of continuity even as there is between the sixth century and the ninth. When we study the Carolingian writers, we feel at once that we are studying the writings of men whose tradition of society and government is that out of which our own has directly and immediately grown."

We are not to understand from this, however, that there is not much material between 800 and 1905 which should be unceremoniously cut out of a course on that field. If a student shows great interest in the period, it is in spite of, rather than by virtue of, the "truck" with which our authors and teachers fill it. Here, as in the case of ancient history, judicious selection along the lines indicated above, is needed both by authors of texts and by teachers. The time has passed when the detailed stories of the Barbarian Invasions, the Crusades, the Hundred Years' War and other wars of medieval and modern times should be allowed to crowd out such important topics as the Church, Feudalism, and medieval ideas of interest, a "just price" and trade guilds as ob-



stacles in the way of the development of commerce and industry. The time has also passed when teachers should attempt to teach this period of medieval and modern history as a series of histories of the separate nations. It should be taught and studied as the history of the great institutions and the great movements which were common to all Europe and not particular to any one country.

In connection with this same field of work is to be urged the most serious charge which can be made against the secondary school course in history as it is taught to-day, tho at the time of this writing books are appearing which bid fair to nullify it. This has reference to the ridiculously small amount of space and time which are given by authors and teachers to the history of the last few centuries. The aim of history study is said to be to know the past in order to understand the present, but the student of the secondary school never gets an opportunity of studying those present conditions which he is being taught to understand. The reform needed here is almost too obvious to require statement—it is less of the remote past and more of the recent present.

English History.

The field of English history, which occupies the third year, presents the same examples of failure on part of author and of teacher to follow any guiding principle in the selection of material. Somebody many years ago in an unhappy moment thought it would be quite proper to insert into a volume on English history a quantity of facts about the stone, bronze, and iron ages. Ever since that time rare has been the author who has had the temerity to omit this highly important archeological data. Yet why should English history be made to bear this awful burden? If it must be taught, why not relegate it to the beginning of ancient history, and have done with it there? Still other makers of English histories saw fit to give an account of all the Anglo-Saxon kings with their dates, and the full details of Richard I's crusade, and it is only recently that a few authors and teachers have had courage and individuality enough to abandon all this twaddle. In the field of English history, as in all others, the problem is to pick out those institutions and events which by their conspicuous continuity determined the present.

The trouble with the fourth field of work in American history and civics as mentioned above is the failure on the part of both authors and teachers to differentiate the course in any degree from the one already given in the grammar schools. Turn to almost any high school text in American history, and we find the story of discovery and exploration, the struggle for independence, the slavery question, and the civil war gone over in much the same fashion as in the elementary texts. They differ perhaps in only one respect—the author has put in a great many words which must be looked for in a dictionary. He may thus congratulate himself on the fact that he is at least not "talking down" to the students of the secondary schools. What is needed in a course in American history to-day is not difficult words, but a different selection of facts. There is no necessity, for example, of telling over again the story of the voyages of Columbus already learned in the grammar school, but the author and teacher might much more profitably spend their space and time in making clear to students of secondary school age the underlying causes for the exodus of capital, explorers, and colonists from Europe to America at that time.

About the civics half of the course the committee of seven itself was not quite clear. Recently a member of that committee has stated that the American history was the important part of the course and the civics only incidental. The latter was to be taught in connection with the history, and, if time was not

found, that and not the history should be abandoned. This, unfortunately, is a common attitude of historians. Everything is for the past, nothing for the present. To their minds it is more important to know how the army was organized in Washington's time than to understand its organization to-day.

This attitude of the committee on the question of civics has resulted in the almost entire neglect of the subject in our secondary schools, or in its being exceedingly poorly taught. The poor teaching has been due to a theory propagated by the committee that civics could be well taught as a part of American history and without a separate text. Whether this is possible or not is a matter which cannot be gone into here. Commissioner Goodwin of this state has recently declared that in all his experience he has never seen a course in civics successfully conducted without the use of a separate text. There is in his remarks food for thought for those who have had less experience than he.

Conflicting Aims.

The last serious defect in the report of the committee of seven was its failure to condemn more emphatically the idea that the secondary school course was to subserve the ends of the college-entrance examinations. In one large section of our country the whole aim of the history course and history teaching in the secondary schools, public as well as private, is not to prepare pupils for an intelligent understanding of the present, but to cram them with enough historical minutiae to enable them to pass a series of purely artificial entrance examinations. No matter how useful teachers may regard a certain line of information in giving a student an intelligent view of the world in which he is living, they are unable to give it to him because they feel that it will be of no use in helping him to pass an examination on details of far less importance. Nothing is more calculated to spoil a good history course in secondary schools than to have the teachers constantly worrying about preparing their pupils for an examination. If a teacher were disposed, for example, to give his students an insight into German municipal government in order to contrast it with our own, he would forego his desire, because of the ever constant pressure upon him to prepare his pupils on subjects which are likely to appear on the examination paper. Obviously what is needed here is a thorough understanding that the secondary schools are to prepare students for life. The colleges should be made to feel that the history course which best prepares a student for life best prepares him for college, and they should conform their requirements to the product of the secondary school and not try to force the latter to turn their product into an artificial mould merely for the purpose of passing a series of well-meant but highly unimportant examination questions.

An important problem, which depends entirely upon the remedies offered for the four defects mentioned above, is that of historical texts. That there has been great improvement in them of recent years no one can deny. The writing of them has been taken out of the hands of hack-writers, and put into those of trained historians. Unfortunately for the schools, however, to have a good historical training is not the only requisite of a good text-book writer. He must also know the conditions existing in the schools to-day, and be thoroughly in touch with the sort of minds to be found there. This last requisite the average college professor, now usually chosen to write texts for secondary schools, seldom has. He not only does not have this, but he often entirely lacks any original ideas about the subject. He sometimes goes into the venture as a mere money-making scheme. Under these circumstances, it is not surprising that he fashions his book to a pattern already cut without much questioning as to whether it is

really adapted to modern conditions. This accounts for the fact that year after year texts appear the reason for which is not entirely clear. Occasionally, but altogether too infrequently, a book does come out which shows that the author has taken seriously the task set before him, and has eliminated with no sparing hand the unimportant detail which found place in older texts.

The publisher, too, is in a measure responsible for the filling of our texts with many names and much unimportant material. In such matters, however, he is a follower rather than a leader. Publishing is rightly for him a business proposition. He desires to have a large sale for his text, and, therefore, wishes it to conform to as many state and city syllabuses and college entrance requirements as possible. Teachers, he reasonably argues, will not take it unless it makes mention of the facts and names which appear in the outlines of courses of study and on college entrance examination papers. It thus becomes clear why some texts appear to be perfect hodge-podges of names, dates, essentials, non-essentials, and sometimes nonsense. The publishers, strictly speaking, are not to blame for turning out such eclectic histories. The fault rests with those superintendents who enter a field of work in which they are not specialists, and with college professors who are either too indolent to try to change their artificial requirements, or cling to the old with a tenacity born of narrow conservatism.

The matter of texts is doubly important, because, notwithstanding the amount of specialized training received in recent years by our secondary school teachers, the larger number of them thru the country are dependent on the text-book. Their teaching will be good or bad according as that is good or bad. It, therefore, behooves the writers of texts to exercise more care in the selection of their material and in the differentiation of the secondary from the elementary work; and the superintendents who make syllabuses should know more about history than is found in the particular text which they happen to choose as the basis of their syllabus. With possible improvements along such and other lines mentioned above, we should find the secondary school course in history growing to be of more and more value and interest to the students who take it.



Proposed Principles of Promotion in High Schools.

Presented to Principals and Teachers in New York City for Consideration and Criticism.

By CHAS. S. HARTWELL, Brooklyn.

I. Promotion shall be by subject and not by grade.

"The three fundamental things for the improvement of education up to the age of eighteen are (1) The extension downward of departmental teaching; (2) The earlier introduction of many subjects now reserved for the high school; and (3) the promotion or advancement of the individual pupil by subject and not by the year or half year.—President Charles W. Eliot, in letter of Sept. 12, 1905.

II. Additional credit shall be given for superior work.

"I am quite sure that your article ('Economy in Education' in *Educational Review* for September, 1905) "has done a distinct service and that the agitation should be kept up both in New York and elsewhere until something is accomplished. I should think it perfectly possible and very desirable to adopt the point system in dealing with secondary school pupils."—President Nicholas Murray Butler, in letter of Oct. 13, 1905.

III. Work satisfactorily done need not be repeated.

"To compel a pupil to repeat a subject he has already passed is deadening."—Superintendent William H. Maxwell to the New York City principals, as reported in "School" for Oct. 12, 1905, on page 59.

Proposed Rules for Promotion of Pupils in High Schools.

1. No student shall be promoted from one term to another in any subject who has not, in the estimation of the teacher and the principal, secured sixty per cent. in that subject.

2. All pupils may be classified by terms, each according to his or her second lowest major required subject. A major subject shall be one requiring five, four, or three hours a week.

3. Whenever a pupil is in any subject a year ahead of his regular grade, he may be required by the principal to drop that subject to devote more time to a required subject in which he is deficient.

4. No student shall be admitted to the preliminary examinations, to be held in all subjects required for graduation, who has not completed satisfactorily 2,200 hours (periods) of work requiring preparation, or the equivalent. Two periods of unprepared work done in the presence of a teacher shall be the equivalent of one period of work requiring preparation.

5. No student shall be admitted to the examinations for graduation who has not completed satisfactorily 3,000 hours (periods) of work requiring preparation, or its equivalent, and who has not removed all conditions imposed on required subjects during the progress of such work.

6. In deciding eligibility to enter either the preliminary or the final examinations for graduation, an extra credit of one hour of work shall be allowed for every ten per cent. over seventy per cent. gained by a pupil in one term hour of any subject of the course. A term-hour is one hour a week thruout a term of twenty weeks, or it is twenty "hours of work."

7. A student whose rating in scholarship is D, or less than sixty per cent., in any subject counted as a component part of the 3,000 periods required for graduation, shall be regarded as conditioned in that subject.

8. Pupils whose standing in any subject is above fifty, but below sixty per cent., or D, shall be required to repeat the work of the past term, but may also be advanced to the next grade on trial. If, at the end of five weeks, their work in the higher grade shall be found satisfactory, they shall be regarded as having satisfied their conditions and shall then be advanced to the higher grade in good standing. If, on the other hand, their work in the higher grade shall be deemed unsatisfactory, they shall be dropped from that grade and become attached to the lower grade only.

9. In September, and at other times approved by the principal, conditioned students shall be given an opportunity to remove their conditions by examination.

10. All ratings and records shall be made at least twice a term. The ratings in each subject shall be determined by combining the teacher's estimate of the pupil's proficiency, based upon frequent memoranda, with the results of written tests given under the direction of the principal.

11. The final mark for the term in any subject shall be the average of the teacher's two estimates and the two ratings obtained in examinations. In determining this mark, however, an aggregate of 240 previous to the final term examination shall exempt from that examination and be divided by three instead of four. The student's record shall be made in figures, but reports to parents may be expressed in figures or letters at the option of the principal.

12. Equivalent ratings shall be: A=85 to 100; B=70 to 84; C=60 to 69; D=50 to 59; E=0 to 49. D, or any percentage below 60, indicates failure.

13. Nothing herein contained shall be construed to prevent a principal from making a special program for a pupil where the interests of the pupil seem to demand one.

N. B.—Illustration of Rule 6. If a pupil has an average of eighty per cent. for five terms of twenty-one term-hours each, his record will be (5×21) or $105 \times 20 = 2,100$ hours of work + (1×105) or 105 extra credits, making 2,205, or sufficient to enter preliminaries a term ahead of the pupil who barely passes each term.

Too Much Culture.

"The schools," said Commissioner Andrew S. Draper, of New York, recently, in the *Outlook*, "seems to miss an important fact in living and a fundamental principle in American political theory. That is, that one who reads correctly, thinks rationally, writes legibly, and works happily with his hands in the doing of things, is a stronger man, a preferable associate, and a safer citizen than the one who gets more training in the schools and then finds little or nothing to do. Work, sustained work, productive work, no matter whether mental or manual, is what makes good men and good citizens. It is simply imperative to establish the principle that a man who has mastered the rudiments of education so that he

can understand and reason, who has acquired sound purposes and established agreeable relations with his fellows, is the peer of any man in the land, and above any man, no matter what his accomplishments, who tries to nothing and produces nothing."

"In some way this all-important principle does not find recognition and expression in the programs of the schools. There is too much that is only culturing at the expense of too much that is vital to productive doing. While we are giving everyone his chance for something great, there is danger of not training all for something real. Culture is surely desirable, but not at the cost of substance. We are turning things about too much. Culture which does not come from doing is at second-hand, and superficial—hardly skin-deep. Accomplishment, either manual or mental, makes the only real culture, and it is as deep as the soul. Such phases of manual training as have been introduced into the elementary grades of the public schools are too lacking in reality, in seriousness, and in substantial result. The public manual training high schools seem, too generally, more for amusement and relaxation than for accomplishment."

United States History as Portrayed in Poetry and Fiction.

A Reading Course for Teachers and Teachers' Clubs.

By MAUD ELMA KINGSLEY, Maine.

A. HISTORICAL EVENTS.

I. The Settlement Period. Book.	Author.	II. Last of the Mohicans, J. F. Cooper.
1. Florida. a. The Flamingo Feather, Kirke Munro. (The Huguenot Settlement of 1564.)		III. Revolutionary Period.
2. Virginia. a. To Have and to Hold, Mary Johnston. (Wives for the colonists sent from England in exchange for tobacco.)		1. Preliminary Events. a. Alice of Old Vincennes, Maurice Thompson. (Capture of Vincennes by George Rogers Clark.)
b. Free to Serve, Emma Rayner. (Conditional servitude of white servants under indentures.)		b. "Paul Revere's Ride," H. W. Longfellow.
c. White Aprons, Maud Wilder Goodwin. (Bacon's Rebellion, 1676.)		c. "The Concord Hymn," R. W. Emerson.
3. Massachusetts. a. Plymouth. (1) Standish of Standish, Jane Austin. (2) Betty Alden, Jane Austin. (3) "Courtship of Miles Standish," H. W. Longfellow. (4) Soldier Rigdale, Beulah Marie Dix.		2. The Revolutionary War. a. Richard Carvel, Winston Churchill. b. The Spy, J. F. Cooper.
b. Boston. (1) "Thanksgiving in Boston Harbor," Mr. Butterworth. (2) The Scarlet Letter, Nathaniel Hawthorne. (Boston, 1650.)		c. The Tory Lover, Sarah Orne Jewett. d. Janice Meredith, Paul Leicester Ford. e. Horse Shoe Robinson, J. P. Kennedy.
(3) Giles Corey, Yeoman, Mary Wilkins Freeman. (Witchcraft persecutions, 1685.)		3. Episodes of the War. a. "Grandmother's Story of the Battle of Bunker Hill," Oliver Wendell Holmes.
(4) King Noanett, F. J. Stimson. (Persecution of the Quakers, 1745.)		b. "The Song of Marion's Men," W. C. Bryant.
(5) Agnes Surriage, E. L. Bynner. (Louisburg Expedition, 1745.)		c. "The Swamp Fox," W. G. Simms. d. The Pilot, J. F. Cooper. (Paul Jones's Exploits.)
6. New York. a. The Knickerbocker History, Washington Irving.		IV. The Formative Period.
b. The Begum's Daughter, E. L. Bynner. (Leisler's Usurpation.)		1. The Conqueror, Gertrude Atherton. (Career of Alexander Hamilton.)
c. Barnaby Lee, John Bennett.		2. Blennerhassett, Charles Fenton Pidgin. (Aaron Burr's scheme of forming an independent state in the southwest.)
5. Carolina. a. The Yemassee, W. G. Simms. (War between the settlers and the Indians, 1715.)		3. The Grandissimes, G. W. Cable. (The Louisiana Purchase: the attitude of the creoles of Louisiana toward the United States.)
6. Delaware. a. In Castle and Colony, Emma Rayner.		4. The Rose of Old St. Louis, Mary Dillon. (The Louisiana Purchase.)
7. Maryland. a. Mistress Brent, Lucy M. Thruston. (Lord Baltimore's Colony, 1638.)		V. The War of 1812.
8. French Settlements in the Mississippi Valley. a. Story of Tony, Mary Hartwell Catherwood (1650-1754.)		1. D'ri and I, Irving Bacheller. 2. Old Ironsides, O. W. Holmes. (A protest against the proposal of the Navy Department to destroy the frigate Constitution.)
b. The Black Wolf's Breed, Harris Dickson. c. The Mississippi Bubble, Emerson Hough. (John Law's Mississippi Scheme, 1720.)		VI. Events from 1812-1850.
II. The French and English Wars. Evangeline, H. W. Longfellow (Deportation of the Acadians.)		1. The Mexican War. a. The Two Vanrevels, Booth Tarkington. b. "Biglow Papers," James Russell Lowell. c. "The Angels of Buena Vista," J. G. Whittier.
		2. Remember the Alamo, Amelia Barr. NOTE.—Mrs. Barr is not an American author; but the novel mentioned should have a place in this course.
		VII. The Civil War.
		1. Events preceding the declaration of hostilities. a. Uncle Tom's Cabin, Harriet B. Stowe. b. "Song of the Negro Boat-men," J. G. Whittier. c. "Ichabod," J. G. Whittier. (Webster's Speech in support of the Fugitive Slave Law 1850.)

d. "Biglow Papers: Second Series," J. R. Lowell.
 e. Katy of Catcotin, E. A. Townsend.
 f. "The Present Crisis," J. R. Lowell.
 g. "John Brown of Ossawatomie," J. G. Whittier.
 h. "The Proclamation," J. G. Whittier.

2. The War.
 a. The Crisis, Winston Churchill.
 b. The Cavalier, G. W. Cable.
 c. The Little Shepherd of Kingdom Come, John Fox, Jr.

3. Episodes of the War.
 a. The Man Without a Country, Edward Everett Hale.
 (Suggested by the Vallandigham episode.)
 b. "The Cumberland," H. W. Longfellow.
 (Battle of Hampton Road.)
 c. Farragut, M. T. Meredith.
 (Battle of Mobile Bay.)
 d. "Barbara Freitchie," J. G. Whittier.
 (Stonewall Jackson.)
 e. "Sheridan's Ride," T. B. Read.
 f. "Kentucky Belle," C. F. Woolson.
 (Morgan's raids.)

VIII. Post-Bellum Period.

1. Reconstruction Period in the South.
 a. Red Rock, Thomas Nelson Page.
 b. A Fool's Errand, A. W. Tourgee.

2. Death of Lincoln.
 a. "O Captain, my Captain," Walt Whitman.

3. War with the Indians of the Black Hills.
 a. Boots and Saddles, Mrs. E. B. Custer.

NOTE.—This is not a work of fiction, but it must be read here.

B. CHARACTER TYPES FOUND IN THE UNITED STATES.

I. The Boy of Fifty Years Ago.

1. The Story of a Bad Boy, T. B. Aldrich.
 (Portsmouth, Mass.)

2. "Snow Bound," J. G. Whittier.
 (Haverhill, Mass.)

3. Huckleberry Finn, "Mark Twain."
 (On the Mississippi.)

4. A Boy's Town, W. D. Howells.
 (Ohio.)

II. New England Types.

1. The "typical" Yankee.
 a. Oldtown Folks, Harriet Beecher Stowe.
 b. "The Courtin," J. R. Lowell.

2. The New Engander of the inland village.
 a. Jane Field, Mary Wilkins Freeman.
 b. Geoffrey Strong; Mrs. Tree, Laura Richards.
 c. Pratt Portraits, Anna Fuller.
 d. Uncle Lisha's Outing, Rowland Robinson.
 (Vermont.)

3. The New Engander of the Coast.
 a. The Country of the Pointed Firs, S. O. Jewett.
 b. Cape Cod Folks, Sally Pratt Greene.
 c. Vesty of the Basins, Sally Pratt Greene.
 d. A Singular Life, Mrs. Phelps-Ward.
 e. Jethro Bacon of Sandwich, F. J. Stimson.

4. New England Fisher Life.
 a. Moby Dick, Hermann Melville.
 (Whaling in 1849.)
 b. Captains Courageous, Rudyard Kipling.
 NOTE.—Kipling is not an American author, but the book mentioned is a typical American book.

III. The Middle States.

1. The Pioneers, J. F. Cooper.
 (Central New York, 1793.)

2. Cudjo's Cave, J. T. Trowbridge.
 (One of the chief characters is a Pennsylvania Dutchman.)

3. Hans Breitman's Ballads, C. G. Leland.
 (Pennsylvania Dutch.)

4. Rip Van Winkle; Legend of Sleepy Hollow, Washington Irving.
 (The Dutch in old New York.)

5. David Harum, E. N. Westcott.

6. Myra of the Pines, H. W. Viele.
 (New Jersey.)

IV. The Southern States.

1. Behind the Blue Ridge, Frances C. Baylor.
 (North Carolina.)

2. Uncle Remus's Stories, Joel Chandler Harris.
 (The negro of Georgia.)

3. Westervelt, F. N. Harben.
 (The Moonshiner.)

4. The Voice of the People, Ellen M. Glasgow.
 (The "poor white.")

5. Dorothy South, Charles Cary Eggleston.
 (Ante-Bellum Virginia.)

6. Alabama Sketches, Samuel Minturn Peck.

7. The Grandissimes, G. W. Cable.

(The Louisiana Creole.)
 8. "The Red River Voyager," J. G. Whittier
 V. The Western States.
 1. The Luck of Roaring Camp, Bret Harte.
 (California in 1849.)

2. Hesper, Hamlin Garland.
 3. The Lead Horse Claim, Mary H. Foote.
 4. In the Country God Forgot, Frances Charles.
 (Arizona.)

5. The Virginian, Owen Wister.
 (The cowboy of the plains.)

VII. Miscellaneous Types.

1. The Circuit Rider, Edward Eggleston.
 2. The Undiscovered Country, W. D. Howells.
 (The Shakers.)

3. Hugh Wynne, S. W. Mitchell.
 (The Quakers.)

4. Katy of Catcotin, E. A. Townsend.
 (The Dunkers.)

5. "Hiawatha," H. W. Longfellow.
 (The North American Indian.)

6. "Mogg Megone," J. G. Whittier.
 7. Little Citizens, Myra Kelley.
 8. Tillie. (The Mennonites of Pennsylvania.)

SOCIAL AND ECONOMIC PHASES OF OUR CIVILIZATION.

I. The Modern Society Novel.

1. Senator North, Gertrude Atherton.
 (Washington.)

2. Truth Dexter, Sydney McCall.
 (Boston.)

3. Circumstance, S. Weir Mitchell.
 (Philadelphia.)

4. An Ambitious Woman, Edgar Fawcett.
 (New York.)

5. With the Procession, H. B. Fuller.
 (Chicago.)

6. Van Bibber Stories, Richard Harding Davis.
 (New York.)

II. The Indian Problem.

1. Ramona, Helen Hunt Jackson.
 III. The Negro Question.

1. A Doctor of Philosophy, C. T. Brady.
 IV. Trusts.

1. The Octopus, Frank Norris.
 (The wheat trust vs. the farmer.)

V. Ward Politics.

1. The Honorable Peter Sterling, Paul Leicester Ford.

VI. The Stock Market.

1. The Pit, Frank Norris.
 2. A Little Journey in the World, C. D. Warner.

VII. Railway Legislation.

1. The Federal Judge, Charles Lush.

VIII. The Klondike Excitement.

1. A Daughter of the Snows.

IX. Mormonism.

1. The Lions of the Lord, H. L. Wilson.
 X. The Christian Science Movement.

1. The Right Princess, C. L. Burnham.
 2. Jewel, C. L. Burnham.

The Growth of History.

By FLORA HELM, Head Assistant, Robert Morris School, Chicago.

Age of Chivalry.—Youth.

Man grows. The races of man grow. Science has established that they grow in a corresponding way, that is, the stages of man's growth correspond to the stages of the race of man.

The evolution of a man individually covers, on a miniature scale, the corresponding periods in the evolution of humanity. The psychological study of the history of nations discloses a parallel fact. A nation has the same process of unfolding that the race of man has, and that the individual man has. It covers the same stages of growth that both the others do.

The establishment of this psychological fact makes history as the study of a growth easier to comprehend—easier to remember—and easier to teach to others; easier to comprehend because, based on this principle, there is logic in it. History no longer

appears as a compilation of isolated facts. One fact is related to another by the logical sequence of cause and effect.

No event in history stands alone, any more than any one period in a man's life stands independent of the other periods of his life. It is easier to remember, for where there is a unifying thread of natural sequence in events or facts, one event or fact helps us to recall both the preceding and succeeding link. It is easier to teach because history now becomes not only rational, a fact which a young person does not care much about, but personal. To think of a nation as having birth, youth, education, the same as a person, appeals to the pupil's imagination. A symbolic imputation to the universe is as natural to the child's mind as it is to the primitive man's.

How many volcanoes personified into Vulcans, seas into Neptunes, thunders into Thors, trees into Dryades, stars into Eyes, whirlpools into Sorelys, north winds into Kabibonoklas, lie unexpressed in the child's fancy we have but to recall our own youth's visions to verify. Let us, therefore, in studying and teaching the history of England, treat it as an evolution symbolized into the growth of a person of normal condition.

Prenatal Influence.

In the history of a man and in the history of a nation, prenatal influence is the dominating first cause of character and growth.

Before the birth of the English nation we find the Roman empire extending from the effete east to the primitive west, over the Egyptian steeped in luxury, great in occult wisdom, feeble with age, and over the Norseman, barbaric, simple, young.

The following synopsis of events gives the main features that tended to create a certain atmospheric condition which influenced the English nation at its birth:

Rome was a great military and conquering nation. Hence, the Roman soldiers, Roman camps, Roman forts, Roman roads, Roman walls all over the country; the four great roads built in the shape of a cross on the British island; the old Roman wall at Chester; the old Roman gate at Lincoln; and with all these the names and words left clinging to them like living ivy on a ruined castle. All the words ending in *chester* (*castra-camp*) and its modifications and those ending in *coln* (*colonia—colony*) are included, as Dorchester, Winchester, Worcester, Leicester, Chester, Lincoln.

The Birth.

This occupation of the Roman race leads us inferentially to consider the people over whom it dominated. And this consideration brings us to the birth or origin of the Norseman.

All the peoples or races of northern Europe are Norsemen, so called because their origin is the North in contradistinction to the Latin race, whose origin is the South and Orient. Each branch of the great family had special names allied to their geographical location: Saxons of Saxony, Jutes of Jutland, Danes of Denmark, Angles of Angleland, Britons of Great Britain, Franks of France, etc.

Let us form a picture of this Norseman who is just springing into existence. He is fair-faced and fair-haired like the northern snows; rough and strong like the east wind; cruel and unruly like the Baltic wave. He is Titanic in physique; daring and invincible in spirit; reared amid the elements, he partakes of their characteristics.

Those Norsemen who occupied Britain when the Romans were conquering and building their great roads and forts and walls—the Celts—were enslaved, and thus lost their original spirit and strength. So when at last the Roman army was called back to Rome to defend its own city, these poor Celts were

left at the mercy of their neighboring Norsemen. Their brother Norsemen, Saxons, Jutes, and Angles, were imbued with all the native fire, adventure, and domination that go with a race never enslaved, and developed by the perpetual conflict with the natural elements. These Norsemen sailing around the coast as pirates and adventurers are the origin or birth of the people we are studying, the English.

So we note them in their various attitudes to their future home, the British isles: first as pirates, then as invaders, conquerors, settlers, inhabitants. And, in their character of inhabitant or dweller, we find the mind turning naturally to their habitat or home. Thence comes the study of the primitive or natural government of the Anglo-Saxon based on the home, on family ties, on kinship, on tribal relation, when "kinsman dwelt side by side on the soil and fought side by side in the hour of battle."

From this period and condition most of the home and homely words of our English language have their origin, as *ham* (home), *ton* (town), *cote*, *wick*, *stead*, mingled with the flote and viking of their sea-faring and piratical occupations. This domineering, absorbing brotherhood retained and adopted, too, at this time, many of the still cruder, simpler words of their vanquished brothers, the Celts: *cabin*, *tin*, *dish*, *dirt*, etc.

The religion of this people, born in the snows, who live in the waves and battle with the thunder, is the religion of the idolatry of the natural elements, the religion of Thor, Frea, Wooden, and Eostre.

But now comes Christianity, which puts a soul into the elements. Over the snows and the waves and the thunder shines the radiance of the light of the holies. Beda reflects it from the somber shades of monastic walls. Cadmon sends the golden light glinting from field and sky, while its radiance in Alfred's reign dims the glory of throne and crown and courtiers' armament.

But tho this young, savage race is beginning to lisp its prayers and to recognize for the first time the divine love that backs the wrath of wind and wave, yet its chief interest is not in acts of piety or in the study of the Bible. Like every youth, the young race is essentially interested in the activities of life. It wants to try its strength, to seek adventure, to wrestle with its enemy.

And every time a youth tries his limbs or throws an enemy, it gains, physically, strength, and mentally, confidence.

The following events show the combative, adventurous spirit of youth, with the consequent growth of strength and domination:

The Danish Conflict.

The Norman Conquest.

The Crusades.

The duels, tournaments, adventures, and combats accompanying the institution of chivalry.

The Barons' Wars (with their sequential outcomes; Magna Carta and House of Commons).

The Scottish Wars.

The French Wars.

Wars of the Roses.

O, days of old, when knights were bold,
And barons held their sway!

What youth does not thrill with emotional sympathy over the daring deeds, the romantic situations, the unrestrained liberty that filled them? And why should he not! The *esprit de corps* animates him. Youth recognizes youth.

O, the gallant knights of old for their valor so renowned!
With sword and lance and armor strong they scoured the
country round.
And whenever aught to tempt them they met by wood or
wold,
By right of sword they seized the prize,—those gallant knights
of old!

The spirit of those times stirs and inspires the heart of youth as if it were the memory of a former incarnation, "when the whole world was young," as he is now.

The following is a list of books for the pupils to select from for outside reading bearing on this period:

- "Stories of King Arthur's Court" (Hanson).
- "Alfred the Great" (Abbot).
- "Ivanhoe."
- "Magna Carta Stories" (Gilman).
- "Wolf the Saxon."
- "Legends of the Middle Ages" (Guerber).
- "Beric the Briton."
- "A Yankee at King Arthur's Court" (Clemens).
- "Battle of Agincourt" (Drayton).
- "New Canterbury Tales" (Hewlett).
- "Tales of Chivalry" (Scott).
- "The Last of the Barons" (Lytton).
- "Wars of the Roses" (Edgar).
- "The Boy Knight."
- "St. George for England."
- "In Freedom's Cause."
- "Scottish Chiefs."
- "Stories from Chaucer" (Seymour).
- "Harold" (Lytton).
- "Age of Chivalry" (Bulfinch).
- "Don Quixote."
- "Froissart's Chronicles."
- "Norse Stories" (Mabie).
- "The Merry Adventures of Robin Hood" (Pyle).
- "Gilbert the French Boy."
- "Heroes of Asgard."
- "Sigfried, the Story of the German Iliad."
- "The Days of Jeanne d'Arc" (Catherwood).
- "The Thrall of Lief the Lucky" (Liljencrantz).
- "Niebelungen Lied" (Ouida).



How Caesar Lost His Sword.

By HUBERT M. SKINNER.

Every schoolboy who reads "Caesar's Commentaries" is interested in that great hero's account of his two invasions of Britain, in 55 and 54 B. C. The "Commentaries" were written at the time, and are accepted as trustworthy history. The British side of the story was not written until long afterward, and comes down to us as a legend. Few pupils or teachers who read the "Commentaries" know anything about the British story, tho it is one in which they would be interested from first to last.

How much of truth there is in the British legends which tell of these invasions we cannot determine. They are as apt to be true as were the stories told in Rome of the expeditions to Britain. Historians scoff at the incident related by the Roman historian Polyænus of Caesar's great war elephant which, in its armor of iron plates with a high tower upon its back, frightened the British horsemen on the banks of the Thames. Caesar had no war elephant in Britain.

But what of his sword—that dreadful instrument of disease and death which has figured in legend and in poetry for so many centuries? Was it too a myth? Let the reader judge of it for himself. Whether true or not, it is interesting.

Of all the gorgeous trappings of the great Roman commander, this sword was at once the most famous and most mysterious. Other swords had splendid mountings, the hilts and scabbards being incrusted with rare jewels. But even the blade of this weapon appeared to be of burnished gold. It was not the lightning flash of polished steel, but the flame of a vivid fire that was reflected from it. It was a heavy blade, suited to such a warrior. It seemed to possess a charm. To be struck by it, however lightly, was to die. All who were in the least wounded by it perished miserably. To the physiologist of to-day

there could be only one reason for this: the sword had a poisoned edge or point. But to the superstitious men of old it seemed that the brand possessed a magic charm. No Roman dared to touch it. The Britons learned to view it with terror. To wrest such a trophy from the invader would be a triumph indeed! But who could hope to achieve it?

Great swords, like men, had names in ancient days. The name of Caesar's sword was "*Crocea Mors*" ("The Yellow Death"). Grim and fearless was the great Caesar, as with "The Yellow Death" in hand he rode over the field of battle wielding death to all whom he struck.

The king of Britain at the time of Caesar's invasions was Cassivellaunus. He was the brother of King Lud, who is remembered to this day as the sovereign for whom Ludgate in London was named. Another brother of the king was Nennius, a brave and noble prince who led in some of the fiercest charges of the Britons upon their invading foes.

In the first day's battle there came to Nennius an opportunity to win immortal fame. Caesar, who was generally surrounded by a strong body-guard, was by some accident on the border of the group when Nennius chanced to be near. The latter saw his opportunity by a quick movement to deal one blow at least upon the great commander. But ere he could do this, Caesar, with lightning speed, had raised "The Yellow Death" on high, and it descended upon the helmet of the British prince. Again it flashed in the sun, like the fangs of a dragon, and descended with tremendous force. Nennius raised his heavy shield to protect himself. The sword glanced down from the helmet, which it struck, and buried itself in the shield of the Briton. All this was the work of a moment. On recovering from their astonishment, those who had observed the encounter rushed forward to separate the combatants. Each of the heroes drew back to his own men; but the Roman sword was so firmly imbedded in the shield that Nennius by a quick movement was able to wrench it from Caesar's grasp. Tremendous shouts from the Britons greeted the hero, who now bore proudly aloft as a trophy the admired and dreaded "Yellow Death."

For the rest of the day Nennius made use of this destructive blade. It seemed to justify the popular belief in its miraculous properties.

Caesar was so chagrined by the loss of his famous weapon, which had become so indentified with him as to serve as a symbol of his power, and he was so moved by the losses of his men, that he retired to his ships on the following night, and sought counsel with his chieftains. These likewise were so alarmed at the condition of affairs, and so crestfallen at the loss which their commander had sustained, that they urged him to abandon the enterprise of conquering the Britons, and to return to Gaul. And this was then decided upon.

There was great rejoicing among the Britons when they learned of this. Nennius was the hero of the hour, and was honored to his heart's content.

But the rejoicing was soon turned to deep sorrow. Nennius had been slightly wounded by "The Yellow Death," ere he had wrenched it from the hand of Caesar. The wound was a mere scratch, and in the excitement he probably had not noticed it, or had forgotten it altogether. Soon, however, he felt the fatal burning and throbbing and miserable sickness which told that he had been mortally stricken. For fifteen days he lingered as the fever burned out his young life, and when the last of these drew to a close he passed away.

London put on the deepest mourning. Solemn sacrifices were offered, and priests in their white robes chanted the triads of the Druids in his honor. Amid imposing ceremonies his body was placed in a royal tomb, near the north gate of the city. In the

tomb was placed his trophy, "The Yellow Death" of Julius Cæsar.

More than three hundred years ago, in the days of the majestic Elizabeth, the Poet Laureate, Edmund Spenser, told the story of Nennius in "The Faerie Queene." He declared that the sword of Cæsar was still preserved in England as a trophy. Probably this was intended as a poetic fiction, such as Pooh Bah in "The Mikado" calls "merely corroborative detail." History knows nothing of "The Yellow Death"—nothing whatever. The whole story is purely legendary.

The ancient legends of the Britons relating to Caesar's invasion are contained in a Latin book written between seven and eight centuries ago by

Geoffrey of Monmouth, who professed to have translated them from an ancient Armorican book brought from Brittany in France. This book has been the subject of much controversy. While it was once accepted as historical, along with the legendary tales of Homer and Vergil, it has now been wholly relegated with them to the realm of folklore.

In these days, when folk-lore is valued for its own sake, and is not confounded with trustworthy history, there is no reason why we should not repeat and enjoy the legends of old Britain as we do those of ancient Greece and Rome, without attempting the impossible task of ascertaining how much of truth there really is at their foundation.—*Sunday Magazine.*

Experiments in Physics and Chemistry.

The experiments described below are taken from the syllabus for secondary schools, prepared by the New York State Department of Education. The syllabus gives fifty-four experimental problems in physics, and fifty-two in chemistry. They are simple, and can readily be worked by high school pupils, many of them even by pupils in the upper grades of the grammar school. Others of the experiments will be given in THE SCHOOL JOURNAL next month.

Laboratory Work in Physics.

1. MEASUREMENTS OF LENGTHS, AREAS AND VOLUMES

Measure the various dimensions of a solid, of regular geometric shape, in centimeters and in inches. Calculate the areas of the several faces in square centimeters and in square inches. Calculate the volumes of the solid in cubic centimeters and in cubic inches. Determine the volume of the solid also by the displacement of water in a graduate.

MASS OF UNIT VOLUME OF A SOLID.

Weigh several solids whose volumes have been found, and thus determine their masses. From their masses and volumes find their several densities.

3. GRAVITY PRESSURE OF LIQUIDS.

By submerging a suitable gauge in water to various depths, determine the relative pressures of the water at those depths. At any chosen depth turn the face of the gauge in several directions without raising or lowering the center of the face. What relation between pressure and direction? What relation between pressure and depth?

4. ARCHIMEDES PRINCIPLE: SINKING BODIES.

Find the loss of weight in water of some sinking solid, and with the aid of an overflow can find the weight of the water displaced. What relation between the two results? How might the result of this experiment have been anticipated from the conclusion of the preceding experiment?

5. ARCHIMEDES PRINCIPLE: FLOATING BODIES.

Weigh some body less dense than water, and then find the weight of the water it displaces. What relation between the two weights?

6. SPECIFIC GRAVITY OF HEAVY SOLIDS.

Weigh at least three different solids in air and in water. From the conclusion of experiment 4, find the specific gravity of each.

7. SPECIFIC GRAVITY OF LIGHT SOLIDS.

Weigh some light solid, such as wood, in air. Weigh a suitable sinker in water, and then weigh the light body and the sinker in water. From the conclusions of experiments 4 and 5 calculate the specific gravity of the light solid.

8. SPECIFIC GRAVITY OF LIQUIDS.

1 Weigh an empty stoppered bottle; then weigh when filled with water, and again when filled with another liquid. Find the specific gravity of the other liquid.

2 Weigh a heavy solid in air, in water, and in another liquid. From the conclusion of experiment 4 find the specific gravity of the other liquid.

9. SPECIFIC GRAVITY OF AIR.

Weigh a large empty bottle (of at least 2 quarts capacity) fitted with tight rubber stopper and pinch-cock. Pump the air from the bottle and weigh again. Open the pinchcock under water and later weigh the bottle with the water that has taken the place of the exhausted air. Calculate the specific gravity of the air.

Care should be taken to see that the bottle and fittings are perfectly dry at first. No large weights should be taken from or added to the balance between the first and second weighings. It is best to obtain this difference of weight by moving the rider.

10. BOYLE'S LAW.

Find by means of a J tube with short arm closed, or with a gas burette, several volumes of the same mass of dry air when subjected to different pressures obtained by pouring mercury into the open arm (the barometric pressure at the time of the experiment to be used as the initial pressure).

What relation between the volume of the air and the total pressure to which it is subjected?

11. EQUILIBRIUM OF THREE PARALLEL FORCES IN ONE PLANE.

By means of three spring balances or two balances and a weight, find the values of three parallel forces acting at several different positions on a rod. What relation between the total force operating in one direction and the total force operating in the opposite direction? What relation between the two outside forces and their respective distances from the middle force? What general relation between any two forces and their respective distances from the third force?

12. PRINCIPLE OF MOMENTS.

With four or more spring balances apply parallel forces at various points on a rod so as to produce equilibrium. How does the sum of the forces operating in one direction compare with the sum of the forces operating in the opposite direction? How does the sum of the moments tending to produce clockwise rotation compare with the sum of the moments tending to produce counter-clockwise rotation? Does this relation of moments depend upon the point selected as the axis of rotation? What points, then, may be selected as axes of rotation?

13. TO FIND THE POINT OF APPLICATION OF THE WEIGHT OF A BODY.

Weigh an irregular bar of wood (e.g. a lath with a block of wood nailed to one end) and balance it over a fulcrum to locate its center of gravity. Hang a known weight to some part of the bar and balance over a fulcrum again. By the law of moments

found in experiment 12, calculate the distance from the fulcrum to the point at which the weight of the bar must act in order to balance the known weight. How far is this point from the center of gravity of the bar?

14. EQUILIBRIUM OF FOUR FORCES AT RIGHT ANGLES IN ONE PLANE.

On glass marbles support horizontally a square board in which are seven rows of holes at equal intervals, each row containing seven holes. With spring balances apply four forces at right angles so that equilibrium is produced. Note the direction, magnitude, and point of application of each force.

What relation between the two forces acting in opposite directions? What relation between the magnitudes of the two pairs of parallel forces and the respective distances between them? Select any hole in the board as an axis of rotation and find the sum of the moments of all the forces with respect to that axis. Select at least one other hole and repeat the calculation. What general law of moments seems to be demonstrated?

15. EQUILIBRIUM OF THREE CONCURRENT FORCES IN ONE PLANE.

The Parallelogram of forces.

With three spring balances pull upon three strings that meet at one point. Slide the notebook under the strings and record accurately the direction and magnitude of each force. Draw lines to represent the positions of the strings, and measuring from the point of meeting lay off distances to represent the magnitudes of the forces. Upon two lines construct a parallelogram and draw a diagonal from the point of meeting. How does this diagonal compare in direction and magnitude with the line representing the third original force?

Laboratory Work in Chemistry.

1. HEATING OF METALS IN AIR.

Examine a bright piece of copper, of magnesium, and of zinc, noting in each case the color, luster, and tenacity of metal. Hold the piece of copper in the outer flame of burner till red hot. Remove from the flame and examine carefully. In what respects does the surface material differ from the original copper? Repeat with magnesium. Results? Place about half a gram of zinc dust in a layer on the asbestos square. Direct on it from above the flame of a Bunsen burner. Results?

2. TO SHOW CHANGE IN WEIGHT OVER COUNTERPOISE QUALITATIVELY, UPON HEATING ONE OF THE ABOVE METALS.

1. Zinc dust in open crucible.
2. Magnesium ribbon in ignition tube.
3. Fine copper wire or gauze in open crucible.

Has there been a loss or gain in weight? What explanation can be made for the change in weight?

3. DECOMPOSITION OF A COMPOUND FORMED BY HEATING MERCURY IN AIR.

Heat a little of the red powder in an ignition tube. What substance collects on the cooler portion of the tube a short distance above the powder? What is the difference between the behavior of a glowing splinter in air and a glowing splinter held in the test tube? What is the state of the substance that produces the effect? Of what is the red powder composed? Where did each of these substances come from when the red powder was made?

4. DETERMINATION OF PERCENTAGE OF OXYGEN IN AIR (VOLUMETRIC.)

Volume of air inclosed by graduate clamped with mouth downward and under water; oxygen absorbed by very small piece of phosphorous supported on a copper wire. What percentage of oxygen do you find in the air?

5. PREPARATION OF OXYGEN BY THE DECOMPOSITION OF POTASSIUM CHLORATE MIXED WITH MANGANESE DIOXID.

Heat a mixture of potassium chlorate and manganese dioxide in a test tube and collect the resulting gas over water. Small portion of gas tested with a splinter and remainder collected for experiment 6. Treat black residue with hot water, filter, and add silver nitrate to filtrate. Result? Then test solution of potassium chlorate with silver nitrate. Examine residue on filter paper. Which of the original substances seems unchanged? What proof have you of change in one of them? Where do you think the oxygen came from?

6. FORMATION OF OXIDS.

Burn carbon, sulphur, magnesium, red phosphorus, and iron in oxygen. In each case note intensity of action, presence or absence of flame; color of flame, character of product formed, and effect of solution of product on red and blue litmus. Also compare tenacity of iron with that of its products.

7. ELECTROLYSIS OF WATER.

Pass the current from two or three cells thru acidulated water in the usual apparatus for electrolysis. What is the direction of the current? Which electrode is positive? Which negative? Apply terms anode and cathode. What does the splinter test show about the gas that collects at the anode? Is the same gas liberated at the cathode? How does the amount of gas liberated at the anode compare with the amount at the cathode?

DECOMPOSITION OF WATER BY SODIUM.

Fold a piece of sodium as large as an apple seed in dry filter paper and thrust quickly upward into a test tube of water inverted in water. A pair of iron forceps should be used to handle the paper and sodium. What gas collects in the test tube? Where does this gas come from?

9. PREPARATION OF HYDROGEN BY REPLACEMENT IN AN ACID BY A METAL.

Zinc or iron with hydrochloric acid or sulphuric acid.

What advantage has this method over the previous method for preparing hydrogen? From what material does the hydrogen probably come? Is there anything dissolved in the liquid, and, if so, what does it probably contain?

10. PROPERTIES OF HYDROGEN.

How do you determine the relative weight of hydrogen and air? Does it burn? Does it support combustion? Why must the joints of the apparatus be tight? Why do you discard the first portion of the gas collected? What is the effect of passing hydrogen over heated copper oxide? What becomes of the oxygen? A material which acts towards an oxid in this way is called a reducing agent.

11. PREPARATION OF CHLORIN BY OXIDATION OF HYDROCHLORIC ACID.

Heat hydrochloric acid and manganese dioxide in a flask. From which of the original materials is the chlorin derived? With what does the oxygen of the manganese dioxide combine?

12. PROPERTIES OF CHLORIN.

Into jars of chlorin gas plunge a lighted taper, and wet and dry colored cloths. Why do you not collect chlorin as you did hydrogen? Does chlorin support combustion? The taper is composed of carbon and hydrogen, what is the evidence that one of these elements is liberated? Which one combines with the chlorin? Sum up your evidence as to the tendency of chlorin to combine with hydrogen. Explain the difference in behavior of chlorin toward the wet and dry cloths. What is your conclusion as to the activity of chlorin?

(To be Continued)

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NEW YORK, CHICAGO, AND BOSTON.

Week ending December 9, 1905.

Dr. Maxwell has a serious fight on his hands. By attacking his teachers' examinations his opponents have seized upon material with which they can bolster up a very strong case. No one can reasonably deny that the examination system is without defects. In fact there are serious weaknesses. Nevertheless, a much better defense could be made for it than the board of examiners presented. The success of the opposition in showing up the weaknesses of this defense indicts merely the writers and not the cause. The lawyers, alert and keen in argument, who so readily disposed of the board of examiners, would never consent to have the logic of their contentions applied to their own professional affairs. Imagine a committee composed of teachers seriously contending that admission to the bar should be regulated by lay people, or that every appeal from the decisions of the regular examining board should be referred for final settlement to a body of people of whom no one must be a lawyer! Teachers would never do such a thing. It does look, however, as if some lawyers are sometimes unreasonable.

College football will stay, all hysterics to the contrary notwithstanding. Purged of the brutalities by which young brutes have degraded it, it is too good a thing to abolish. The chief regulation necessary is that only men with the instincts and breeding of gentlemen shall be permitted to play. Muckers and coarse-grained men generally should be rigidly excluded. Striving for success instead of good play has given too much scope to the bestial nature inherent in all of us. The special training undergone by the players also needs modifying. The dieting and "doping" and similar doings are of the devil. Gentlemen at play will never bring down upon themselves the condemnations that have been heaped up against football in recent months.

Columbia university has been unduly lauded for its radical step in abolishing football. To begin with it will probably have to back water again, since its position is obviously unreasonable. But there is a more serious matter. The Columbia university football team has been quite openly charged with foul practices, especially in the game with Yale. These things should have been very thoroly investigated, and if the results of the inquiry confirmed the suspicions uttered by outsiders the authorities should have ruled out football for a year or two as a penalty. This would seem to be more in line with principles of justice.

Dr. de Bey and Miss Jane Addams, the two women members of the Chicago board of education, are advocating the enlarged use of music in the public schools. They believe that music acts as a corrective to the tendency of city life, which runs to insanity and depravity.

"In Chicago and other American cities we need some influence to make us realize the better things of this life and the life to come," said Dr. de Bey, explaining her scheme in *The School Weekly*. "There is a frantic rushing and a greed that has extended not only throughout the business world but into our homes and the cradles of our babies. As a nation we are going crazy and we must find some conservator which will appeal to every man, woman, and child and arouse the finer qualities and possibilities of our race."

"Nothing has so much influence on man as music and song. We must find something common to every American. I believe if there were great singing societies, as there are in

Germany, fewer of our bankers would mullet the institutions of which they have charge, and that there would be less corruption.

"This movement has been born not to die in a few months. The women of the state, 30,000 of them, belonging to the women's clubs, are going to take it up. The musical talent in a community will be developed."

College rowdyism is bad. There can be only one thing worse in college life, and that is unfair play. A young man who is not fair in play is not to be trusted with the freedom of college life. A penal institution is better for him.

THE SCHOOL JOURNAL is indebted to Prin. Frank A. Manny, of the Ethical Culture School, New York, for the following interesting comment on the results of penmanship in the city's schools, which appears in "The Long Day," a recent publication of the Century Company:

"I have no technical knowledge of pedagogics; I must admit that. My criticism of the public school system I base entirely upon the results as I have seen them in the workshops, the factories, and the store in which I worked. During this period I had opportunity for meeting many hundreds of girls and for becoming more or less acquainted with them all. Now, of all these I have not yet discovered one who had not at some time in her earlier childhood or girlhood attended a public school. Usually the girl had had at least five years' continuous schooling, but often it was much more. But, great or small as the period of her tuition had been, I never met one whose knowledge of the simplest rudiments of learning was confident and precise. Spelling, geography, grammar, arithmetic, were never, with them, positive knowledge, but rather matters of chance and guess. Even the brightest girls showed a woful ignorance of the "three R's." In only one thing did I find them universally well taught, and that was in handwriting. However badly spelled and ungrammatical their written language might be, it was invariably neatly and legibly—often beautifully—executed. But if these girls, these workmates of mine, learned to write clear and beautiful hands, why were they not able also to learn how to spell, why were they not able to learn the principles of grammar, and the elementary knowledge of arithmetic as far at least as long division? That they did not have sufficient "appreceiving basis" I cannot believe, for they were generally bright and clever."

A school for workingmen has been started at Novalato, Sonaro, Mexico. The school occupies its own building, which was especially constructed for the purpose.

"The foundation of all durable satisfaction in life," said President Eliot in a recent address to Harvard freshmen, "is that each man be a clean, wholesome, vigorous animal. This means that drunkenness, licentiousness, and dirt of all kinds must be avoided. But this is not enough. It is the intellectual life that gives the educated man the real satisfaction that endures. The cultivation of vigorous, intense, mental work each day is bound to furnish one of the greatest and most lasting satisfactions that come in life. Don't take three minutes to do what might just as well be done in two minutes. Don't take four years in college to do what might be done just as well in three years. The third great source of satisfaction is a decent reputation. In order to secure this, be a man of honor. Act toward all women as tho you were going to marry some pure woman inside of a month. Be honest to all, and more than this, be generous, especially to those less powerful and poorer than yourself."

In a recent report of the board of trustees of the national child labor committee it is announced that "at least two million children under sixteen years of age in the United States are employed for wages." Most of these children, it is alleged, ought to be in school. As a reason for this condition of affairs it is stated that "child labor laws lack uniformity in different states and many of them are only crude be-

ginnings at legislation; nearly all are poorly enforced."

The headquarters of the child labor committee has been changed from Charlotte, N. C., to Atlanta, Ga., because of the fearful condition of children in the mills and factories of that state.

Cooley's Tribute to Tompkins.

The tribute paid by Supt. Edwin G. Cooley, of Chicago, to the memory of the late Dr. Arnold Tompkins at the memorial meeting held on Nov. 25, was spoken from the heart and rang with the sentiment of a true and lasting friendship. "Arnold Tompkins," said Superintendent Cooley in part, "was not a local man. His reputation as an educator and an orator was national, and his work in Chicago was but a small part of his professional achievement. Wherever high ideals of education have been under discussion his ideas and his ideals have been appreciated; whenever the occasion has demanded forceful and eloquent presentation of the mission of the teacher we have turned to Arnold Tompkins. He held a unique position in the hearts of the teachers of America. His firmest friends have believed for many years that his gift of oratory in the exposition of educational ideals was worth more to the cause of education than anything he could contribute as a teacher or an administrator. This was said while remembering that he was one of the most remarkable teachers who ever stood before a class. It ought to be said that it was his intention to give himself up to this work when success was finally assured in Chicago."

In the course of his remarks Superintendent Cooley gave in detail the history of Dr. Tompkins' work in connection with the Normal college in Chicago. "When he assumed control of the school," Mr. Cooley said, "there was a large surplusage of teachers, a long list of cadets, and a policy just begun of doubling the demands upon the students. Financial difficulties, too, forced the board of education to give up the payment of the small salary of \$200 per year which had been paid to cadets while on the waiting list. The long wait before appointment, the deprivation of salary, and the longer period of study required for graduation at the normal school, together with the inevitable difficulties connected with the taking charge of a new school and the inauguration of a new policy, made the situation a difficult one to handle. These difficulties were sure to task to the utmost the ability of Dr. Tompkins, and bitter complaints were sometimes made, charging him with responsibility for things that were as inevitable as the rise and fall of the tides and as disconnected from his ideas and purposes as the precession of the equinoxes. Arnold Tompkins was not responsible for the surplusage of teachers; Arnold Tompkins could not control the financial policy of the board and the city; Arnold Tompkins found the two years' course established; Arnold Tompkins was not responsible for the loss of Colonel Parker. He was the victim of what he once called 'a devilish situation.'

"He faced these complaints and these difficulties with a courage and hopefulness that endeared him to all who were associated with him. His faith that truth would prevail, that there was something in the universe working for righteousness, that the situation would somehow spell success, was absolutely invincible. When difficulties arose, and complaints and denunciation of his policies were under consideration, he would calmly urge that logic would win in the end, and that success must be ours in our efforts to build up a great teachers' college. In the five years of constant association with him I never saw him lose his temper, I never saw him display bitterness toward any one, and I never knew him to lose his faith that the final outcome would be success.

"It was the dream of his life to see the teachers' college established upon a firm foundation, in suitable quarters, with a good faculty, and a four years' course of study. He looked forward to no higher position than the principalship of this school, and he often said that when this great school was started, when it was equipped with a good faculty and prepared to train all classes and conditions of teachers needed for the schools of Chicago, he was ready to resign. He had no interest in the 'job' side of any proposition, and he often urged me to say the word if I felt that his work in Chicago was done, and he would go without a word of protest. I never knew of an ambition more purely impersonal than his. He thought first of his school work; his interest in his own leadership was secondary. To me the saddest thing connected with his death is the fact that he was so near a realization of all his hopes and yet was not permitted to even open the school in the splendid quarters he had worked so long to secure. He lived long enough, however, to see the threatened destruction of the Normal school averted, to see the tide turn and increasing numbers of students enter the school, to realize that he was at the head of one of the best and finest equipped normal schools in America."

Teachers' Certificates in Manitoba.

The certificates granted by the board of education for the public schools of the Province of Manitoba rank as first, second, or third class. Those of the first class are subdivided into grades A and B; those of the second and third classes are of one grade each. The first and second classes are valid during the pleasure of the board, while the third class is valid for three years.

In the examination for certificates the applicants are tested as to their knowledge of literature and the theory and practice of education. The first is known as the non-professional examination; the second, the professional examination.

In all the examinations the candidates are required to obtain a rating of at least 50 per cent. of the aggregate marks, with a minimum of 75 per cent. in spelling; 60 per cent. in reading; 50 per cent. in English grammar, English composition and rhetoric; and 34 per cent. in all other subjects.

Certain teachers are eligible to positions without examination: Teachers who hold first or second professional or non-professional certificates obtained on examination in the Northwest Territories between January 1894 and January 1904; undergraduates of the University of Manitoba who have passed certain examinations during the period between 1893 and 1906; undergraduates applying for first or second-class certificates who present a certificate to show that they have obtained 50 per cent. of the aggregate and 34 per cent. in each subject in the university examinations, and graduates of the University of Manitoba or of any other university in the dominion who present satisfactory documents to the proper authorities.

Teachers who come to reside in Manitoba and who hold certificates issued by departments other than that of the Northwest Territories may submit their certificates to the advisory board, who will grant such non-professional standing as they may deem the applicant worthy of, but in no case will they exempt the teacher from attendance at the Provincial normal school.

Before anyone is allowed to take the normal school course in professional training he must have at least the corresponding non-professional standing. Another stipulation is this, that he only who has a third-class professional training and at least one year's successful experience in teaching may be allowed to take the second-class professional course.

Belgium Consular Training.

Dr. Willis S. Monroe, of the Westfield, Mass., normal school, recently contributed the following interesting and suggestive letter on the system of training students for consular service in Belgium, to the Springfield *Republican*. Dr. Monroe says:

"The inefficiency of our consular service is a matter of common record. It does not often happen that an American consul speaks a word of the language of the country in which he is stationed—to say nothing of more primary phases of training for consular duties. So far as the special scientific training for the consular service of the United States is concerned, it is absolutely nil; and most American travelers in foreign countries conclude that a rather cheap sort of politician usually gets the post of consul, vice-consul, and commercial agent. As is known to most readers, the United States stands quite alone among the great modern nations in requiring no special training for the consular service. In most of the countries of Europe consular instruction and training are given in the universities or higher technical and commercial schools (institutions of the type of our Massachusetts Institute of Technology), or in special consular schools. During a recent visit to the universities at Ghent and Liege, I was keenly impressed with the splendid training and instruction in consular science provided at these two Belgian national universities. For ten years the kingdom of Belgium has recruited her consular service from these higher institutions of learning.

"Consular science being regarded as an advanced or post-graduate course in the universities, prospective candidates for the consular service must have completed a course in a higher commercial school, or in the faculty of law in the university, or hold the engineer's diploma granted by a higher technical institution. The course of study varies according to the categories of students for whom it is provided; and this variation is due to the fact that, in the choice of its vice-consuls, the Belgian government makes a distinction according to the posts that are to be filled. Of some a high degree of judicial and diplomatic knowledge will be required; such are recruited from the graduates in law. Of others, specialized knowledge of a technological character will be required; such are recruited from the graduates in engineering. Of still others, commercial and mercantile knowledge will be required; such are recruited from the higher commercial schools.

"For students of the first category—graduates of law schools—the university course includes maritime commercial law, comparative mercantile legislation, consular legislation, comparative constitutional law, diplomatic history of Europe since the congress of Vienna, industrial legislation and legislation relating to customs, statistics, industrial and commercial geography, commercial bookkeeping and financial science, industrial and negotiable products, conveyance and commercial implements, colonial economy and legislation, and modern languages, French, German, and English (and Flemish for Belgian students), are required for admission to these courses; and at Liege, at least, not only is correspondence conducted in these languages, but lectures are given in French, German, English, and Flemish. In addition to these required languages there is a wide range of electives in modern languages at both these universities—Russian, Chinese, Italian, Arabic, and Persian at Liege, and Russian and Chinese at Ghent.

"Engineers who have obtained degrees from technical schools of mining or civil engineering or of arts and manufactures, must pursue elementary courses in jurisprudence, such as is customarily given in the law faculties of the Belgian universities, including encyclopedia of law, elements of civil law, Belgian public law and comparative constitutional law, and

Belgian administrative law. In addition, the technical section of the consular service must pursue courses in terrestrial mercantile law, maritime commercial law, comparative commercial legislation, law of nations, private international law, consular legislation, political economy, statistics, industrial and commercial geography, commercial bookkeeping and financial science, conveyance and commercial implements, colonial economy and legislation, and modern languages. This course is open to officers of artillery and engineering, who have completed their course of study at the military school, to officers who have passed their final examination at the staff school (*ecole de guerre*), and to those in the military service who have passed the examination for the degrees of a second-class subintendant.

"The third course—for graduates from public or private commercial schools—includes: Elements of Belgian public law and comparative constitutional law; Belgian administration law and law on industrial legislation and customs; maritime commercial law; comparative commercial legislation; law of nations and international law; consular legislation; political economy; statistics; industrial and commercial geography; commercial bookkeeping and financial science; conveyance and commercial implements; colonial economy and legislation, and modern languages. Graduation from this course not only leads to the consular service, but also to teaching in the state secondary schools of commerce. Such students, however, must in addition pursue courses in the history of pedagogy and the theory and methods of teaching.

"A commercial office is connected with the departments of consular science at both of these universities where students may become accustomed to the practices of commercial operations and to the usages and habits which they are likely to encounter in their later careers. There is also at both Liege and Ghent a museum of industrial and negotiable products. In the regular work of instruction considerable use is made of the museum; and to make more real the class-room work, the professors and their students make frequent visits to the chief industrial centers of Belgium.

"Such, in brief, is an outline of the courses in the two Belgian state universities for the development and perpetuation of an efficient consular service. What could not a great nation like our own accomplish in the way of training in the consular sciences if our government authorities would only recruit our consular service from the graduates of such courses, rather than from among ward politicians. Our great universities—state and private—are as willing as Liege and Ghent to recognize the consular sciences as worthy of academic rank; and if our government would guarantee to fill all posts of vice-consul and commercial agent from among such graduates, hundreds of young men who are graduates of law schools and institutes of technology, as well as of the commercial departments of our colleges and universities, would be found willing to pursue courses in the consular sciences."



Technical Schools in Munich.

During the last five years the city of Munich has been gradually transforming its continuation schools into elementary technical schools for apprentices in the trades and in business. At the present time the city maintains thirty-eight different schools, representing as many trades and commercial vocations.

Prof. Paul H. Hanns, of Harvard University, has made an extended study of these technical schools and has come to certain conclusions regarding their usefulness. As published in the *Boston Transcript* his conclusions are as follows:

1. They solve the problem of how to keep under appropriate educational influence during their period of adolescence that great body of youth who are obliged to leave school when only thirteen or fourteen years old.

2. There is in them complete utilization of educational opportunity by the pupils. There is no economic or educational waste. Attendance being compulsory, punctuality, and regularity of attendance are assured.

3. The program of studies for each kind of apprentice school is strictly limited in scope to an essential minimum of subject-matter—general and technical—and the nature of this subject-matter is well adapted to the end in view, namely, the extension of the youth's education as an individual and as a citizen, and the foundation of progressive interest and technical skill in his chosen calling.

4. All the teachers, except the shopwork or technical teachers being trained teachers (elementary school teachers) the methods are generally excellent, and the results correspondingly good. This is, of course, another reason why there is so little economic and educational waste. Every hour of instruction counts.

5. Only youth already in service are members of these schools.

6. Since representatives of the several trades and businesses represented are on the governing boards of the several schools, the technical work should be and probably is determined by the actual contemporary needs of the several vocations represented by the schools.

7. The schools embody a well-defined policy that underlies all forms of activity in Germany, namely, that every efficient worker, whether in trade, business, or profession, requires general education and, also, technical preparation for the particular work he is to do.



Shall Football be Abolished?

Owing to the many fatalities this year among football players, a strong sentiment against the game is being worked up in the colleges and high schools. In all probability football will be abolished in many institutions during the coming year.

A number of schools in California have already abandoned the game because of the death of one of the players in a game between the San Jose and Santa Clara high schools. The students of Nebraska Central college have also decided not to play football in the future.

In a recent address before the students of New York university, Chancellor MacCracken stated three reasons why the game of football should be abolished altogether or so changed, that the dangers to life and limb would be eliminated. The following are his reasons:

1. Its homicidal feature. It is recognized by every one that fatal accidents may come in any form of athletics, but are not characteristic, except in American football. Under homicide, I class those subtle injuries to the physical organs that doom many students to such crippled existence that by the side of these fates, the death of Harold Moore is a happy release from defect and suffering.

2. The exultation of bulk and brawn over brains. Everyone knows that weight has become a requisite for the strong teams in football. A band of football players falls in this respect below the band of gladiators in the Coliseum. In either contest there is a demand for skill, courage, training, and science. For the football contest bulk and brawn are valued as they never were from gladiators. This makes it the game of the very few among the student body and, scandal persistently affirms, the game of the professional and of the almost bully.

3. The exaltation of money-making as a characteristic of the college game is, if possible, a worse evil. Suppose that we should hear to-morrow that the great universities of Germany had decided to permit the student corps to fight their duels before grandstands full of spectators in Berlin or Vienna for \$2 admission per head. Would it not degrade them at once from their high esteem. We Americans are so mad with money getting that we are oblivious to the sordid characterizations that have fastened themselves on our football athletics. It is surely possible to make the earning of dollars by university students less necessary and less possible.

In the course of his remarks Chancellor MacCracken said that during the last two months nineteen students had been killed while playing the game and 137 seriously injured.



Study of Agriculture in Oklahoma.

At a recent meeting of the territorial board of education of Oklahoma it was decided to add a course of study in agriculture to the curriculum of the common schools. As a first step in this direction a committee of teachers has been appointed to formulate such a course. It is planned that teachers shall first take up the study of the subject themselves and then pass on the information they receive to the pupils in their schools. The course of study for the teacher will take the form of a reading circle, where agricultural topics will be discussed. All teachers in the territory will be required to attend these meetings. The school districts will furnish the necessary books and bulletins for the school libraries.

The teachers will first turn their attention to the study of weeds and flowers, and the students will be instructed in the best methods of exterminating common weed pests, such as bullnettle, sunflower, Johnson grass, and loco.

Next will come the study of the soil and plants. In studying the soil the matter of moisture, method of formation, classification, and foods in soil will be considered. Then the use of vegetables and grasses will be taken up, with short talks on apple and pear blight, smut on corn and oats, and potato scab. In this connection both the teachers and pupils will interview the farmers in their various localities, bringing in as much practical information as possible.

One of the most interesting subjects of study will be the domestic stock. This will include first-hand investigations of creameries, milk testers, and cream separators. The study of stock will be aided by photographs of the best breeds of horses, cattle, sheep, and swine, with minute directions as to the cure of ailments.

Another topic of investigation will be seeds and seed testing. Under this head the students and teachers will consider the kind of seed to plant, and what constitutes inferior seed. As a test the county superintendents will select ears of corn and the teachers will be required to choose the ear which will be the best for seed, with reasons for their belief.

The board of education proposes that after a winter has been spent in this study each pupil shall have an individual garden or farm at home, where he may put his knowledge into practical use. School gardens will also be started with the pupils as the gardeners.



Three experiments in new teaching methods are urged upon the Classical Association by Mr. R. Balfour in the *Times*. One is the postponement of all teaching of Latin until the age of twelve, French being used together with the mother tongue for the groundwork of literary training and as a preparation for Latin. The second is the use of the conversational method in the teaching of Latin. The third is the disuse of commentaries and all printed notes.

The Next N. E. A. Convention.

The executive committee of the National Educational Association announces that the next annual meeting will be held in San Francisco, July 9-13, 1906. In regard to transportation the committee announces that the Transcontinental Passenger Association has authorized a rate of one lowest first-class limited fare for the round trip plus a \$2.00 N. E. A. membership fee, via direct routes. This arrangement provides for going by one route and returning by another. For tickets by way of Portland, Oregon, in one direction, the rate will be \$12.50 higher.

The dates of sale for these tickets will extend from June 25 to July 7. The return limit will be Sept. 15. Stop-overs will be allowed west of the Missouri river and St. Paul, on both the going and return trips.

Steps will be taken immediately to secure the concurrence of the lines of all railway passenger associations in the action of the Transcontinental Association and the extension of the usual rates to all parts of the United States.

The teachers of California and the citizens of San Francisco are deeply interested in the next convention. They unite in expressing the most confident assurances of characteristic California hospitality in the reception and entertainment of the members, and of the most liberal coöperation in all matters essential to making the convention successful.

A permanent organization of committees to prepare for the convention and to care for the interests of the association will soon be completed and announced in a special circular.

It is believed that the decision of the executive committee will be approved, not only by the members of the association, but also by teachers generally, who wish to visit the Pacific coast under exceptionally favorable conditions.



Department of Superintendence Meeting.

In connection with his announcement of the next meeting of the N. E. A. in San Francisco, Secretary Irwin Shepard calls attention to the conference of the Department of Superintendence of the association, which will be held in Louisville, Ky., February 27, 28, and March 1. It is expected that Supt. John W. Carr, President of the department, will issue early in December the program for this meeting. In addition to the regular program the following round tables have already been decided upon:

1. Round table of city superintendents of the larger cities, led by Dr. Ida Bender, of Buffalo, N. Y.
2. Round table of the city superintendents of the intermediate and smaller cities, led by Dr. J. H. Phillips, of Birmingham, Ala.
3. Round table of state and county superintendents (leader to be supplied).
4. Round table on reformed spelling (leader to be supplied.)

The Seelbach Hotel has been selected as headquarters for the department. Reservations can be made by written application to Supt. E. H. Mark, chairman of the general committee of arrangements.

The railroad rate of one and one-third fare for the round trip on the certificate plan has been granted for the meeting in Louisville by the Central Passenger Association and the Western Passenger Association, and will doubtless be granted by all other associations.

The volume of proceedings of the Asbury Park and Ocean Grove meeting of the N. E. A. is nearing completion, and Dr. Shepard hopes to have it ready for distribution early in December, with the three special reports published by the association this year.

Letters.

The Self-Made Man Again.

I have just read the article headed "The Self-Made Man," on the editorial page of the issue dated Nov. 18, 1905, and the reading of the opinions of Professor Nathaniel Butler, of Chicago University, and of President Remsen of Johns Hopkins suggests the inquiry whether any discussion as to the relative efficiency of self-made as opposed, contrasted, or compared to the college-trained men, sufficient emphasis has been laid upon an important element in successful human achievement, namely, an insight into and an intelligent, strong sympathy with and mastery over the real, actual, practical, every-day, work-a-day world of things and men, and the relative ability of the two classes of men to get on this world of things and men and to do things and to get things done in it.

In the single but very essential matter of knowing human nature and dealing with men, the self-made man has often shown a distinct superiority.

While who, but has not been struck with surprise with the weakness and helplessness of many college-bred men when compelled to face the world of hard-headed men as opposed to the world as seen from the lecture-room, or the laboratories (and right here it occurs that the football field, the gridiron, may not be such a bad laboratory, as related to the after-struggle of life, as some might think it), and struck, on the other hand, with admiration at the masterful way self-made men meet the emergencies of the life struggle.

And the further inquiry presents itself: Does not college training too often not only fail to develop personal courage, together with sympathy with and for men, and the sympathetic insight into affairs and the toughness of fiber, physical fiber, intellectual and moral, necessary to pertinacious and effective action (and there can be no effectiveness without tenacity) and the self-reliance, the masterfulness which are the resultants of the foregoing, but does it not; also, too often tend to diminish the degree of these qualities which the academic candidate may naturally possess and would necessarily have developed in the extra academic atmosphere of real life, amounting in effect to an emasculation, intellectual and moral, of the academic victim. Or psychologically is there not too much of a development in the academic atmosphere of the impersonal mental attitude and method as distinguished from the development of a forceful personality? A crude or even rude personality may be more useful and efficient than one refined to weakness by unbalanced or excessive culture.

In this view, the lyceum with its sharp, intellectual recontre, the athletic field with its physical, intellectual and moral mimic warfare, are valuable agents in the self-making of the academic candidate—second only to the workshops and the human strife itself, which in all its phases and in its total makeup constitutes *life*.

And are not all real men self-made and should the schools essay to make men or to afford opportunities, and must not their true value be judged by the breadth, variety, and adaptiveness of the opportunities afforded as related to the process of a well-balanced self-making?

In the development of the marked, effective, and much personality of President Roosevelt—a personality which has awakened an admiration and an approval which are world-wide—the experience of the ranchman in the far West or of the rough rider in Cuba, if omitted, would have left, possibly, a void which even the training of Harvard might not have filled.

EDWARD L. BLACKSHEOR,
Prin. Prairie View State N. and I. College of Texas.

Chicago Educational News.

The subject which the Councils took up at their last meeting was that of backward children. These questions were sent out long beforehand, that there might be ample preparation for the discussions:

Why are there backward children?

Their influence on the school?

The influence of the school on them?

What can be done for them?

Of course with such a subject it was impossible to much more than suggest ways and means. The ungraded room, presided over by a strong teacher unhampered by numbers, the trial of the teacher under the present system, was a plan which many favored.

At the Forestville school, Miss Holbrook, the principal, is planning to have a series of meetings by grades, to which mothers are to be invited to become acquainted with the teachers and the needs of the school. It is not meant as a begging scheme, but it is hoped that after the parents have been shown the pressing needs of the school in the way of equipment they will volunteer to furnish many of the things which the board cannot buy.

A sign of still more hope in the way of co-operation from the parents comes from the Kozminski district, where the mothers, of their own accord, it is said, are forming a club to bend their efforts to the improvement of schools to which they send their children. Here the initiative is wholly outside the school.

At the Municipal museum, where the exhibit of work done by the vacation schools is being held, a number of teachers' meetings and conferences have taken place already, and more are announced for the near future. One of the most interesting of these was the conference held last week, when the subject was the means of making the libraries and museums of the city of more use to our schools. Many points of interest were brought out.

Mr. Farrington, of the Field museum, suggested sending out traveling museums fitted to school needs, and urged teachers to have a more definite purpose when bringing pupils for a visit. The fact of going into a museum and walking about does very little good. In taking a class, find out where the things to be viewed are beforehand, and see that each pupil sees what he ought to see—one or two definite important things.

One principal reported that as a result of museum visits he noticed that the pupils in his school took a keener interest in natural history and went to reading books on that subject instead of indulging in so much fiction.

Miss Peek, president of the English Club, made a plea for more books in the school libraries, more system about handling them, more attendants in the public library to give pupils needed assistance, more sentiment in general about meeting the needs of children.

Outside cities are doing more in the way of making the public libraries of use to the schools than Chicago.

Mr. Jackson, of the Normal, told of the forming of a principals' association some little time ago, to which each member contributed \$5 for the preparation of traveling sets of different things, as, for example, corn, wheat, etc. All these were supplemented with clippings, library references, and books, and pictures. For a time they were used only by a few in the association and finally donated to the board and placed in the Normal school. During the Fair in St. Louis Mr. Jackson was sent to prepare more of these sets, with the result that now there are about three hundred in all, composed for the most part of contributed material. Now these are being distributed and each school is allowed to keep a set for a period of two weeks, too short a time, but better than no time at all. The first week of school there was a demand for thirty-eight sets of wheat and the second for thirty-six, and as there are only twenty-two sets of wheat the number proved wholly inadequate to the needs of the schools. Some of these sets come back with tags showing they have been used by as many as twenty-five rooms in a school, a fact which proves their value in meeting a general need. In adding books to these collections the library idea is carried out. These sets, now at the Normal school, are not centrally located.

Miss Dickey, of the Normal school, suggested a children's reading room in each school presided over by a cadet, eighth grade, or some responsible person whose duty it should be to see that children are not led to business when allowed in the

room. The fixing of responsibility on pupils could be done by making the reading a part of the regular required school work.

Mr. Hill, of the Public library, reported that when, in accordance with the rule permitting thirty books to be sent to a school, books were sent, the transportation service offered by the board of education was so poor and the teachers so loath to take the responsibility of caring for the books that the plan did not work well.

Fifteen hundred teachers have taken advantage of teachers' cards allowing them to draw out six books at a time.

At present there are six branch reading rooms, and three new ones are about to be opened in the field houses in the new parks. The Branch library, in Hyde Park, gives special attention to children. A new Branch library is soon to be established on the West Side, somewhere between the Crane manual training school and the Lewis institute.

The library now has 18,000 juvenile books with a circulation of 400,000.

Miss Hayes, of the Webster school, reported that she had given great attention to the library question and found that the children were much more eager to read library books than those furnished by the school or parents.

Miss Goldman, of the Colman, one of the poorest school districts of the city, said that when she began in this school her room was not blessed with a single library book of any sort, and that by dint of much soliciting from her own personal friends she had secured fifty books. By making use of three teachers' cards she secured eighteen books from the library every two weeks. These were taken to and from the library by some of the large boys, and the remarkable thing about it all was that during the whole year not a single book was defaced, mutilated, or lost. This shows what can be done under proper guidance.

The consensus of the meeting was that publicity was the keynote to much that could be done in making the museums and libraries of the city of greater benefit to the schools. This could be accomplished by furnishing the schools with museum and library catalogs, full explanations of what both offered, publicity concerning notices, etc.

On the 25th of November, at Orchestra hall, there were held memorial services for Dr. Arnold Tompkins, principal of the Chicago normal school, who died on August 12, at his country home, near Menlo, Ga. Superintendent Cooley, L. H. Jones, president of the Michigan state normal school, and David Felmley, president of the Illinois state normal, were the speakers of the day.

One hundred and twelve of the candidates for teachers who presented themselves for examination on the 28th of October were successful in satisfying all requirements.

Dr. De Bey, recently appointed to the board of education, has outlined her plan for reorganizing our public schools on a democratic basis. In brief the plan contemplates the following sweeping changes in methods of school government:

Revision of the entire city into school districts of from ten to twenty schools each, as circumstances may demand.

Organization of the teachers and principals of these various districts, with power to name a supervising committee to direct education in the district.

Nomination of public school principals by the bodies so organized, according to a prescribed method; election by board of education and veto power on nomination with the superintendent.

Abolition of the board of district superintendents.

Substitution for the sixth district superintendents twelve teachers holding principals' certificates, to be selected by the organized bodies of teachers and principals. These teachers to serve as critics and receive pay the total amount of which shall be the sum now paid the six district superintendents.

Elimination of the red tape and present system of bureaucracy.

Abolition of the promotional examination feature of the normal extension work and substitution of a differently organized merit system.

Members of the board have expressed themselves favorably against the present scheme, and what comes of it remains to be seen.

At the exercises attendant upon the installation of President James at the University of Illinois two men connected with our schools were honored. Upon Superintendent Edwin Gilbert Cooley was conferred the degree of LL.D. and upon James E. Armstrong, principal of the Englewood high school, that of Master of Arts.

Professor Wilhelm Paszkowski, the Emperor's special commissioner, has a list of fourteen universities which he expects to visit with a view of establishing closer relations between them and German universities.

MARY RICHARDS GRAY.

Rich, warm, healthy blood is given by Hood's Sarsaparilla and thus coughs, colds, and pneumonia are prevented. Take it now.

Notes of New Books.

Ambition is as natural to young people as is the buoyancy that is part of youth. The danger is, however, that young men and young women will be ambitious to attain to that which is less important than the highest. Hence a book recently issued under the authorship of Calvin Dill Wilson, entitled *MAKING THE MOST OF OURSELVES*, is well fitted to be placed in the hands of growing boys and girls. Mr. Wilson tells how to make the most of one's self in numerous ways, all of them desirable. He gives advice with regard to the voice in speaking, about reading, education, the church, speechmaking, the personality, and how to gain personal magnetism, and many other lines of interest. The book is simply and interestingly written, and is thoroughly wholesome. It would be a most sensible Christmas present and one that would be read again and again. (A. C. McClurg & Co., Chicago.)

IMPRESSIONS OF JAPANESE ARCHITECTURE AND THE ALLIED ARTS.—Ralph Adams Cram, the author and one of the leading architects in this country, has spent much time in Japan and made a specialty of Japanese architecture, and what he has to say is not only exceedingly interesting, but authoritative. The beauties of Japanese architecture, both early and late, have been carefully studied and graphically described. Temples, shrines, gardens, and domestic interiors are given special attention, and comprise some of the most interesting chapters in the book. In the chapters devoted to the minor arts and sculpture, Mr. Cram points out clearly and comprehensively their relation to civilization past and present, and the necessity of understanding the different qualities of Eastern civilization in order to fully appreciate the splendor of the architecture of Japan. The book is filled with rare illustrations of exceeding beauty which add much to its value and fascination. Coming, as it does, at the close of the late war, it will possess an added interest, especially for those who are admirers of Japan and her clever people. (Baker & Taylor Company, New York. Price, \$2.00, net.)

SPECIMENS OF DISCOURSE is a volume that was selected and arranged by Arthur Lynn Andrews, Ph. D., instructor in English at Cornell University. It is designed to meet the needs of students beginning the study of forms of writing, needs that have been disclosed from year to year by the students entering Cornell. They need the ability to think and to observe and to plan for themselves. Hence this is not a collection of masterpieces; it is a book to help beginners. The descriptive selections deal largely with scenes in America. The narratives are largely narratives of fact that do not deal with difficult situations or complex emotions. For the benefit of students taking daily theme courses, short paragraphs, from newspapers are included to show how conciseness and vividness give interest to the little events of everyday life. The introduction contains suggestions in regard to writing, all of which have been tested by practice. (Henry Holt & Co., New York.)

THE BOY LINCOLN, by William O. Stoddard, should be read by all boys. Every incident however humble, connected with the life of Abraham Lincoln has a certain charm and interest. Perhaps no one was better able to give us these early happenings in the life of the great American than Mr. Stoddard. His own early life was spent in almost the same surroundings as Mr. Lincoln's, in fact, in the same neighborhood on the prairies of Illinois. He mingled with the same sort of people, and as he says "became so familiar with all the features of their lives that it sometimes seems as if I had lived where he did." The author has avoided bringing into the narrative imaginary places or occurrences or individuals. All thru the book we find a lesson of possible development and advancement which ought to be invaluable to young people. The book would be a splendid supplementary reader. (D. Appleton & Co., New York. Price, \$1.50.)

THE SECOND FRENCH EMPIRE, by the late Dr. Thomas W. Evans, the American dentist, who won such distinction in Paris, and in all Europe in fact, thru being made court dentist under Louis Napoleon, is one of the important books of the year, historically, and from its interest. The volume is made up of the unpublished works of Dr. Evans, and its publication is authorized by his executors, as directed in his last will and testament. The recollections are so unique, and withal so simply and unaffectedly written, that the book is in some respects a marvel. It reads like the veriest romance, but the interest is heightened from the truth of it all. As a picture of Parisian society, and as a revelation of actual conditions existing during the years of Dr. Evans' sojourn there, its historic value is unusual. All students of history, and teachers everywhere, will find it well worth the time to read what the dentist-writer has to say. The book is illustrated with a portrait of Dr. Evans, and several full-page pictures of a historic character. (D. Appleton & Co., New York.)

UNCLE SAM AND HIS CHILDREN, by Judson Wade Shaw, A. M., field secretary of the Young Citizens' Loyal League.—The author of this book is doing a work among the young whose value is incomparable, and has added greatly to his

usefulness by sending out this plain statement of facts and principles. The need was for a book that presented not simply outlines of the machinery of government, but one that emphasized its special advantages and the duty of its citizens in the use of their privileges. Hence he shows the advantages our country offers its citizens and insists that every citizen should do the best he can to secure, for his own sake no less than for the sake of others, the best interests of all concerned. In presenting this outline, quotations from those who know how to express the best thoughts in the choicest words have been introduced and sometimes interpolated in the text in order to secure a variety of style, the better to adapt the book for supplementary reading. (A. S. Barnes & Co., New York. Price, \$1.20.)

PETER SCHLEMIELH, by Adelbert von Chamisso. This author's life is unique in literary history. He presents probably the only case of a man who was born a Frenchman adopting Germany as a home and writing successfully in the language of his adopted country. His works are remarkable for their power and pathos. But it is as the author of "Peter Schlemihi," the man who lost his shadow, that Chamisso's fame will rest. It was published in 1814, and created a sensation at once.

While a genuine story for young people, it is also to the older and sympathetic reader an accurate and pathetic allegory of the author's own life. This edition is beautifully illustrated and bound in flexible red leather. (H. M. Caldwell Company, New York, Boston.)

IN ENGLISH ESSAYS, selected and edited by Walter C. Bronson, Litt. D., Professor of English Literature in Brown University, the editor has performed a real service in collecting for busy students and general readers. His object in collecting these essays is definite and practical. While the book is intended for use with college classes in introductory courses in literature, for the purpose of cultivating in the undergraduate a liking for good English prose, it is also of great value to older students who wish to refresh their minds with the best thought of the old masters of style. (Henry Holt and Co., New York.)

One of the most exquisite gift books of the season is **SHAKESPEARE'S SWEETHEART**, by Sara Hawks Sterling. The story is beautifully told, and it is even more beautifully printed in the autumn tints of brown. The story is told in a quaint style that suggests the rhythm of the master's own poetry and the time when he lived, and oh, the printing, the running head, in brown and black, the lovely initial letters, the chapter headings and the charming illustrations—it is a book to delight a book-lover, and one to make book-lovers of the most indifferent. (George W. Jacobs & Co., Philadelphia.)

"All that is necessary to know about choosing, feeding, curing, and training." **THE DOG** is a small but very useful book recently issued under the authorship of John Maxtee. The subjects treated include Housing Outdoors; Housing Indoors; Choice of Breed; Feeding, Exercising, and Grooming; Puppy-Rearing; Training; Hints for Beginners; Common Ailments. Most families keep a dog, and most of the dog-keepers know little about the proper care of their pet or watch-dog, whichever it be. When all goes well, and the dog apparently thrives on improper feeding and lack of care, it does not make so much difference whether his master knows anything of dog-science or not, since the dog himself cannot be asked his opinion. But it is well to have some such little book as Mr. Maxtee has given us, at hand, in case of emergency, for the emergency is sure to come sooner or later. (The Penn Publishing Company, Philadelphia. Price, 50 cents.)

A Brain Worker.

MUST HAVE THE KIND OF FOOD THAT NOURISHES BRAIN.

"I am a literary man whose nervous energy is a great part of my stock in trade, and ordinarily I have little patience with breakfast foods and the extravagant claims made of them. But I cannot withhold my acknowledgment of the debt that I owe to Grape-Nuts food."

"I discovered long ago that the very bulkiness of the ordinary diet was not calculated to give one a clear head, the power of sustained, accurate thinking. I always felt heavy and sluggish in mind as well as body after eating the ordinary meal, which diverted the blood from the brain to the digestive apparatus."

"I tried foods easy of digestion, but found them usually deficient in nutrient. I experimented with many breakfast foods, and they, too, proved unsatisfactory, till I reached Grape-Nuts. And then the problem was solved."

"Grape-Nuts agreed with me perfectly from the beginning, satisfying my hunger and supplying the nutrient that so many other prepared foods lack."

"I had not been using it very long before I found that I was turning out an unusual quantity and quality of work. Continued use has demonstrated to my entire satisfaction that Grape-Nuts food contains all the elements needed by the brain and nervous system of the hard working public writer."

Name given by Postum Co., Battle Creek, Mich.

There's a reason. Read the little book, "The Road to Wellville," in pkgs.

The Educational Outlook.

A law passed in the state of Oregon requires every school district to spend ten cents each year for every person between four and twenty years of age, for books. At this rate it will not be long before every district will have a library in the school.

At the present time there are 178 Filipino students in this country receiving an education at the expense of the Philippine government. The candidates are selected by examination, and one stipulation is that they will enter the Philippine civil service after they have completed their studies.

The work in the sloyd and physical culture departments of the high school at Albany, N. Y., has been suspended for a year. This action was taken in order to give room for the increased number of pupils entering the school this year.

The sum estimated by the board of education of Philadelphia for school expenses for 1906 is something over \$6,000,000. Of this amount \$3,713,213 is set aside for the payment of salaries of principals and teachers, for additional teachers, and for the salaries of engineers and janitors.

It is said that last year the salaries of 24,000 elementary school teachers in Ohio averaged 72 cents a day.

For 1904, five states or territories failed to qualify a candidate for a Rhodes scholarship on the Responsions standard, while no fewer than ten failed in 1905. The states failing in 1905 were Alabama, Arizona, Arkansas, Montana, Nevada, North Dakota, South Dakota, Oregon, South Dakota, Utah, and Wyoming.

The Salem, Mass., High School Association will hold a reunion of pupils of the school early in the new year. A feature of the occasion will be a reception to the present principal, H. G. Whittaker.

The Harvard faculty and corporation are planning a thoro revision of the Lawrence Scientific school with a view to raising its standard to the level of other similar professional schools.

The plan so far considered is to arrange the course of study so that students in Harvard may obtain both a bachelors of arts and a bachelors of science degree in five years.

During the summer months there was an enrollment of 6,583 pupils in the schools of Chicago. The average attendance was 545 in each school.

A writing teacher has been appointed to supervise the work in the St. Louis public schools. He will have one hundred schools and 1,800 teachers under his direction.

The teachers of Baltimore, Md., have been granted an increase in salary by the board of estimates. This will call for an additional expenditure of some \$163,000.

Supt. Chas. S. Foos, in a recent report to the Reading, Pa., school board, says that the evening school movement in the city is growing and has now become an important department of the school system. In three years the enrollment has increased four hundred per cent.

On Nov. 13 President Eliot of Harvard university delivered the first lecture before a Yale audience under the founda-

The value of antikannia tablets consists in their rapid effect in alleviating the suffering of the patient while endeavoring to rid himself of his neuralgia, rheumatism, fever, or la grippe. We have, in short, in this drug a most useful antidote to the two great symptoms—pain and fever.—*Medical Reprints*, London, England.

tion recently given to Yale by a Harvard alumnus, "to promote friendly feelings between the two universities." The subject of Dr. Eliot's address was "Resemblances and Differences Among American Universities."

Miss Chase of Buffalo, N. Y., is giving a series of lectures before the mother's meetings held in Grammar School No. 36, of that city. The subjects of her lectures are as follows: The Child and the Adult; Education of the Nervous System; Habit, Our Enemy or Ally; Suggestion as a Factor in Education; Happiness as an Art; Thinking, Feeling, Willing; The Harmonious Character.

Influence of Parents' Meetings.

In a recent letter, Supt. M. G. Clark, of the Princeton, Ill., public schools, said that one of the most efficient means of getting the hearty support and co-operation of parents in small cities is thru parents' meetings.

In Princeton these meetings have been unusually successful and enthusiastic. One of the practical results attained from them, Superintendent Clark says, is the advance of 12½ per cent. in the teachers' salaries. His own salary has been increased from \$1,200 to \$1,800.

Down in Arkansas.

An amendment to the constitution has been proposed in Arkansas, which, if adopted, will permit increased taxation for school purposes.

A friend of the proposed legislation declares that the lack of revenues for the support of the public schools of Arkansas is everywhere apparent. There is hardly a city or town in the state, of any importance that has not been forced to hire money in order to build school-houses and provide for the accommodation of the children. The teaching force is not adequately or properly paid. The salaries are entirely too small, and many of the strongest and ablest teachers are being forced out of the work on this account.

Teachers Needed in Nevada.

The state of Nevada is facing a crisis in its educational work, for lack of public school teachers. If relief is not forthcoming very soon many of the schools will be compelled to close. In Humboldt county the authorities say that the usual winter school term will have to be suspended absolutely. In Elko, White Pine, and Eureka counties similar conditions exist.

The cause of this is attributed to the number of marriageable men in and about the newly-developed mining camps. Teachers come to Nevada, but they soon resign their positions to become the wives of well-to-do miners. It is estimated that one hundred teachers have married in less than twelve months, and they are still accepting proposals. The school authorities have doubled salaries for high-class teachers.

The School Children's Star.

The above is the name of a clever full page supplement issued once a week by the Toronto *Daily Star*. The page is edited week by week by some one of the Toronto schools, and the contributors are boys and girls from eight to fourteen years of age.

The following titles selected from the numerous contributions will give an idea of the work done by the children, which, by the way, was highly creditable in every instance. "The Building and Teachers," "Our Yard and District," "Our Banking Account," "Our Games," "The Red-Headed Woodpecker," "The Robin," "Merchant of Venice in Prose," "A Squirrel," "An Autobiography of a Pen,"

"The Heathen Story of the Flood," "My Trip to Muskoka," and "A Trip to the Rolling Mills."

Flag Salute Once a Week.

City Superintendent Brooks of Philadelphia has appointed the Monday morning session of each week as the time for exercises connected with saluting the flag. He suggests that at the command "Salute the Flag," given by teacher or principal, the pupils shall stand in their places, with the right hand touching the forehead, and repeat the following pledge: "I pledge allegiance to my flag and to the Republic for which it stands, one nation indivisible with liberty and justice to all." At the word "flag" each pupil is to take his hand from his forehead, and with the palm up, point to the flag displayed in the front of the class-room, usually by a pupil selected as a standard bearer. The superintendent has urged the teachers to be careful to see that the children understand the meaning of the pledge.

Marthas Vineyard Summer Institute.

The Marthas Vineyard Summer institute was the first summer school ever established in this country, if not in the world. When its work began the current of public sentiment was adverse. Since then this view has been greatly modified, and many people have learned that "rusting is not resting," but that a change is true rest.

This summer school has had an honorable experience for twenty-eight years. The late president has been in charge nineteen years. Meantime summer schools have started up all over the country. There are now several hundred such schools, most of them under the patronage of the states and of the universities. While the Marthas Vineyard Summer institute has greatly helped between 7,500 and 10,000 teachers, the time has now come when its services are not needed. Good schools in all parts of the country can now be found, where the teachers can receive proper instruction at less cost than to go to Cottage City.

Last summer both the directors and the corporators voted unanimously to close the school. The present writer was appointed agent to sell the property, real and personal, and pay all bills against the institute. No buyers could be found at that time for the real estate, and it has gone into the possession of the savings bank, which held a mortgage upon it. The personal property has all been sold, and all bills have been paid. The business of the institute has therefore been closed.

The directors feel that the institute has done a useful and an important work, and they recognize the truth that "If the seed fall into the ground, it must die to bring forth the harvest."

WILLIAM A. MOWRY.
Cottage City, Mass.

Hood's

Sarsaparilla is unquestionably the greatest blood and liver medicine known. It positively and permanently cures every humor, from Pimples to Scrofula. It is the Best.

Blood Medicine.

In and Around New York City.

Teachers who are seeking retirement are anxious for the settlement of the question as to the constitutionality of the present retirement law. The question has been referred to the corporation council for an opinion.

The monthly reports of the principals show a decrease in the attendance at the public high and elementary schools in the borough of Manhattan. During October, 1904, the attendance in the high schools was 7,198. This year it is 6,836. The decrease in the elementary schools is placed at 721. The five boroughs taken as a whole, however, show an increase. The total registration in the high schools of all the boroughs is 20,687 as against 19,748 in 1904. The attendance has increased from 18,128 to 18,871.

A fire in the Union lumber yard at Williamsburg, on Nov. 10, spread to P. S. No. 33, which was badly damaged. The roof was almost destroyed and many of the windows in the rear of the building were cracked by the heat.

Dean Balliet of the School of Pedagogy, New York university, addressed the Teachers' Institute of Nassau county, N. Y., on Oct. 20. Dr. Balliet's subject was "Appreciation," and was most helpful to the teachers present.

The board of superintendents expects to have the new syllabuses ready for distribution during the latter part of December.

The conscience fund at the city superintendent's office is growing. During the past week \$2 was received from a former pupil. No explanation or name accompanied the letter.

The athletic club of the New York training school for teachers held a Thanksgiving festival on Nov. 29. The following program was rendered: (1) "Words of Welcome," by the president, Miss Iwanoivius; (2) piano solo, Miss Brogan; (3) vocal solo, Miss Leopold; (4) violin solo, Miss Roberts; (5) vocal solo, Miss Van Orden; (6) reading from Dickens, Miss Deutsch; (7) violin duet, Misses Pullman and Roberts; (8) story, Miss Kuehner; (9) vocal solo, Miss McGrath; (10) song, "Merry Life," entire club. Among those present of the faculty were the principal, Dr. E. N. Jones, Mr. Bailey, Dr. Martin, Mr. Hendrick, Miss Sanial, Miss Allen, Miss Nicolai, Miss Richardson, Miss Van Vliet, Miss Sherwood; Miss Johnson, principal of the model school, and the president of the N. Y. T. S. T. alumni association, M. F. McDonald, were also present.

According to a recent decision of the board of United States general appraisers, the board of education will not have to pay duty upon lantern slides imported for use in educational work. The board says that such articles are not subject to duty under the Dingley tariff. The question arose out of a consignment of slides from Europe which were sent in the care of an express company which undertook to forward and enter the merchandise. When the slides reached the custom house the collector levied duty upon them on the ground that the board of education is a sub-division of the municipal corporation of the city, and that the Treasury department has held that a municipal corporation is not a society or institution within the meaning of paragraph 638 of the free list of the tariff.

District Superintendent Bardwell recently called the attention of special teachers in districts No. 45 and 46 to the time at which they are due at their respective schools. In referring to the regulations governing the matter he quoted the following resolution which was adopted by the board of superintendents on Nov. 20, 1902:

"Resolved, That teachers of modern languages, music, and drawing, should reach school at least five minutes before they begin their lessons. Principals and special teachers are reminded that all special teachers, of whatever subject, should be on duty in sufficient time to enable them to make all preliminary arrangements, of whatever sort, so that the actual work of instruction may be begun on time and continued without delay."

Board Members Retire.

On January 1 the term of the following members of the board of education expires: Algernon S. Frissell, Robert L. Harrison, John P. Kelly, and Frederick W. Marks of Manhattan; Joseph E. Cosgrove, Frank H. Field, and William Harkness of Brooklyn; and Alrick H. Man, of Queens. Two other vacancies will also have to be filled at the same time, that of Commissioner McGowan, borough president elect of Manhattan, and Frederic W. Jackson of the Bronx, resigned.

High School Principals' Protest.

The report of the special committee on examinations, read before the board of education at their meeting on Nov. 22, has brought forth a protest from the High School Principals' Association. The protest has been sent to the members of the board and deals with that portion of the report of the special committee referring to the academic examination for license, which the committee declared was held by the city superintendent without authority.

Chairman Man, of the examination committee, declared that the principals have acted under a misconception of the report of his committee.

Plan to Clothe School Children.

The principals and teachers of public schools in the forty-first and forty-second school districts, situated in Long Island City and Newtown, recently decided to raise sufficient money to buy clothing for children who are compelled to stay out of school during the cold weather for lack of proper clothing and shoes. The plan is for each principal to give \$1.00 a month and the class teachers 50 cents each. Others will contribute according to their positions. Each school will investigate cases in its locality and report to a general committee yet to be named.

Children's Aid Society.

At the recent annual meeting of the Children's Aid Society, Secretary Brace read a report which summed up the efforts of the organization in behalf of the boys and girls of the city's poor during the past year. The report showed that 14,925 children were enrolled in the industrial schools, with a daily average attendance of 7,660. The most distinctive work of the society during the past year was the opening of a trade school in the Newsboys' Lodging House, 14 New Chambers street. The purpose of the school is to give homeless little street merchants an opportunity to acquire the elements of various trades. The school is supported from the income of \$61,000, which is known as the Brace memorial fund.

During the coming winter the society will need \$450 for the purpose of providing hot dinners to the children of the Italian school. The pupils are the sons and daughters of poverty-stricken parents who have only recently come to America.

Startling Tuberculosis Death Rate

In an address at the opening of the tuberculosis exhibition in the American Museum of Natural History, on Nov. 27, Health Commissioner Thomas Darlington said that a large proportion of the school children of this city die before reaching the age of twenty years, from consump-

tion. "There is one thing," he continued, "which I cannot be too earnest in urging upon the public, and that is, do not buy patent medicines for consumption. They are of no value whatever. Medicine does not cure this disease. Only fresh air, good food and rest will cure tuberculosis. The patent medicines put up for tuberculosis are mostly composed of alcohol, and this is more harmful than useful for that kind of patient.

Work for the Educational Alliance.

Several prominent business and professional men recently met at the home of Isidor Straus, in the interest of the Educational Alliance. Mr. Straus is president of this organization, and in the course of his remarks he said that the public should become more interested in the work of the Alliance and extend some support to the cause for which it stands. "Increased demands," he continued, "are being made upon us for Americanizing the ignorant and destitute immigrants who are coming to our shores in great masses. The persecution now going on in Russia is sure to increase enormously the work done by the Educational Alliance, and unless the public comes to the support of the board of directors by increased membership the institution is in danger of facing a great deficit.

"The name of the institution is unfortunate, in that the work done is not educational in the ordinary sense, for it gives to the immigrant and to his children his only opportunity for understanding his new surroundings and for putting him on the road toward becoming a benefit to his newly adopted country, instead of a menace. Experience shows that wherever this work is neglected the immigrants segregate into cliques and clans among their own people, and in time threaten the welfare of society in general."

At the close of the meeting a committee was appointed to systematize the work of obtaining new members and patrons.

The Oswego, N. Y., County Educational Council met at Oswego Nov. 18. Among those who addressed the meeting were: Supt. A. B. Blodgett, of Syracuse, "Should Education Confer Facts or Fictions"; Supt. J. R. Fairgrieve, of Fulton, and Prof. C. H. Tether of the Oswego normal school. The officers of the Council are, Dr. Grant Karr, president; Joseph C. Park, vice-president; and Hattie E. Schulz, sec'y-treas.

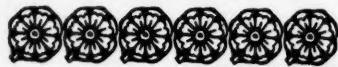
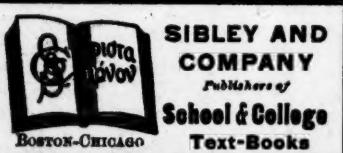
The *Christmas Delineator* will be especially welcomed this year because of its artistic and unusual literary merit. The chief attraction on the artistic side is the interpretation of the Twenty-third Psalm by means of eight beautiful paintings by J. C. Leyendecker. The reproductions are rich in color and full of symbolic charm. The fiction published this month is represented by such writers as John Luther Long, Gilbert Parker, Hamlin Garland, and several others equally well known. The regular departments of fashions, etc., are unusually rich in suggestions. The entire make-up of this closing number of the year indicates a remarkable publication, and promises great things for the future.

Among the prominent educators appointed to speak at the second annual meeting of the Western Wisconsin Teachers' Association at Sparta, Oct. 26-28, were Prof. John F. Sims, River Falls normal; Dr. Erastus G. Smith, Beloit college; State Supt. Charles P. Cary, Madison; Miss Litha L. McClure, The Crosby-Adams school, Chicago; Miss Mary Alice Smith, La Crosse; Prof. George F. Buxton, Training School for Teachers of Manual Training, Menomonie.

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Recent Deaths.

A dispatch from the city of Mexico brings the sad news that the American Consul-General, James Russell Parsons, Jr., of New York, was killed by an electric car at about nine o'clock on the evening of Dec. 5. This sudden and tragic end of a useful life comes as a great shock to many friends living in New York, who knew the deceased when he was engaged in educational work in the state.

Mr. Parsons was born in Hoosick Falls, N. Y., Feb. 20, 1861. At the age of twenty he was graduated as valedictorian of his class from Trinity college.

In the month of February, 1898, he was married to Mrs. William Starr Dana, whose maiden name was Frances Theodora Smith. In 1882 Mr. Parsons became private secretary to Bishop John Williams of Connecticut, and he held this position until 1883.

From 1884 to 1887 he served as school commissioner of the First District of Rensselaer county, New York.

In 1888 he was appointed American Consul to Aix-la-Chapelle, Germany, where he remained until 1890. During the following year Mr. Parsons began his work among the educational institutions of New York, accepting first the inspectorship of secondary schools for the state university. In the same year he received an additional appointment as inspector of teachers' training classes under the New York state department of public instruction. During the following year he was named as director of examinations. This latter position he held until 1897, when he was made director of colleges and high school departments and secretary of the University of New York.

During his busy life Mr. Parsons has found time to write several books of an educational character. Among them are "Prussian Schools Thru American Eyes," and "French Schools Thru American Eyes." He was a member of the Phi Beta Kappa, the Delta Psi, and the Sons of the Revolution. At the time of his appointment as Consul-General to Mexico Mr. Parsons made his home in Elk Nest, Albany, N. Y.

Benjamin De La M. Southerland, a retired principal, died during the week of Nov. 27 at his home, 203 East Seventy-first street, Manhattan, at the age of seventy-six. Mr. Southerland was born in Orange county. For many years he was a teacher in old No. 3 on Grove street. Later he became principal of P. S. No. 77, retiring three years ago. For a period of ten years he was president of the New York City Teachers' Association.

J. Frank Wright, for fifty years principal of Grammar School No. 7, Manhattan, died on Dec. 4 at the home of his brother in Syracuse. Mr. Wright was seventy-five years of age. He was born in South Onondago, N. Y. His first school was in Mount Vernon where he was one of the first settlers. Later he taught in Mamaroneck and Hudson before coming to New York. Mr. Wright's wife died a year ago. He has two sons both living in Mount Vernon.

Miss Clarissa Tucker Tracy, professor emeritus of Ripon, (Wis.) college and one of the pioneer educators of the state, died recently at the age of eighty-seven. Miss Tracy had been connected with the college for more than forty-five years.

Mrs. Mary Kidder, at one time an associate of Moody and Sankey, and the author of 1,000 hymns, died at the home of her brother, in Chelsea, Mass., on Nov. 25. Among her well-known hymns were, "Is My Name Written There?" "We Shall Sleep But Not Forever," and "The Golden Side." Mrs. Kidder was eighty-six years of age.

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N.Y. State Teachers' Association.

The sixtieth anniversary of the New York State Teachers' Association to be held at Syracuse December 27-29 promises to be one of unusual interest to those who are fortunate enough to attend. The following program has been prepared:

WEDNESDAY, Dec. 27, 8.00 P. M.—

(Union Meeting, High School), Superintendent J. M. Thompson, President Academic Principals' Association, presiding.

Address of Welcome, Chancellor James R. Day, Syracuse university.

Address of Welcome, Superintendent A. B. Blodgett, Syracuse Public Schools. Address of Welcome, Superintendent J. M. Thompson, President Academic Principals' Association.

Response and Annual Address, "Needed Educational Legislation," Superintendent F. D. Boynton, President New York State Teachers' Association.

Address, "The Relation of Our Educational System to Present Industrial and Commercial Development," Mr. Howard J. Rogers, First Assistant Commissioner of Education

THURSDAY, Dec. 28, 9.00 A. M.—

(Union Meeting, High School), Principal M. A. Root, President Grammar School Principals' Council presiding.

Round Table Discussion. Topic, "The Relations of the Education Department to State Educational Activities." Led by the State Commissioner of Education, Hon. A. S. Draper. Assisted by Superintendents Charles E. Gorton and Thomas R. Kneil. General Discussion.

THURSDAY, Dec. 28, 2.00 P. M.—

(Section Meetings at High School). Normal section (Prin. Geo. K. Hawkins, President) joins with the State Training Teachers' Association.

The Grammar School section (Dr. Charles O. Dewey, President) meets with the Grammar School Principals' Council.

The Science section (Supt. D. L. Bardwell, President) meets with the State Science Teachers' Association.

The Commercial Teachers section meets separately with Inspector I. O. Crissey as President.

The Nature Study section meets separately with Principal S. P. Moulthrop as President.

The Drawing section meets with the State Drawing Teachers' Club, Miss Helen E. Lucas, President.

The Classical section meets with the Classical Teachers' Association of which Professor G. P. Bristol is President.

The High School section (Dr. Oliver D.

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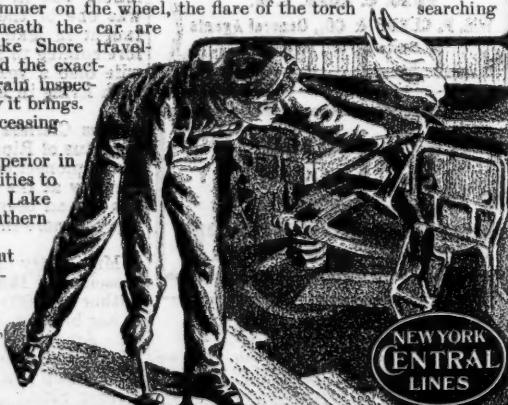
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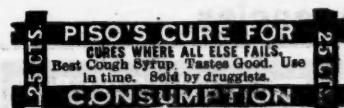
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Clark, President) meets with the Academic Principals' Associations.

The History section meets under the leadership of Professor W. H. Mace as President.

THURSDAY, Dec. 28, 8.00 P. M.—

(Union meeting at High School) Superintendent F. D. Boynton, President of the State Teachers' Association, presiding. Address, President Jacob Gould Schurman, Cornell university.

THURSDAY, Dec. 28, 9.30 P. M.—

Fraternity and College reunions.

FRIDAY, Dec. 29, 9.00 P. M.—(Assembly Hall, High School). Business meeting, election of officers.

Discussion, Federation without Loss of Identification, Tenure, Pensions, Minimum Salary Law. Speakers, President Rush Rees, Rochester; Principal W. B. Gunnison, Brooklyn; Principal R. J. Round, Elmira; and Principal Lyman A. Best, Brooklyn.

FRIDAY, Dec. 29, 2.00 P. M.—

Topic, "The Approved Course of Study," Speakers, Third Ass't Commissioner A. S. Downing, Superintendents H. P. Emerson, and C. F. Carroll.

Topic, "The New Syllabus as Interpreted by the Examinations Division." Speakers, Chief of Examinations Division Charles F. Wheelock, and Superintendents J. E. Banta and E. S. Redman.

General discussion will follow both topics.

Introduction of President-elect.

Adjournment.

The headquarters of the Association will be at the Yates Hotel. In purchasing tickets members are advised to ask their agents for a trunk line certificate to attend the New York State Teachers' Association. This certificate will entitle the holder to return for one-third the regular fare.

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